


School Activities

December 1939





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School Activities

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As the Editor Sees It

In his "Test Case at Pitt," *Saturday Evening Post*, October 28, and November 4, 1939, Francis Wallace states that the salaries of Pitt football players varied during the period 1924-1936 from \$400, plus tuition and books (some \$350 additional), to \$650, plus tuition and books. And these salaries did not include "gifts by alumni and business men."

Wonder how much better off society would have been had these \$750-\$1000 "footballships" (some \$200,000) have been invested in bona fide scholarships? And this isn't all. Multiply this single instance by the many others in America and the multiplied loss is staggering.

Whether you do, or do not, believe in state contests and festivals, you should read George A. Manning's article in this issue. It will give you ammunition if you are pro, and show some fences that need repairing if you are con.

If we were asked to name the "biggest do-er" in the field of activities, we should nominate Roy Bedichek, for more than two decades the Director of the Texas Interscholastic League, and the editor of *The Interscholastic Leaguer*.

This organization, the largest and most complete of its kind in the country, includes in its membership every high school and two-thirds of all other schools in the state. Every year about one million Texas school children participate in its contests.

In this connection we are not arguing for or against state contests—we are paying tribute to the most successful organizer and promoter in the field, a man who believes in his work and enjoys it.

We have just read another defensive article attempting to justify admission fees to athletic contests, dramatics, music, and other school "shows." And we classify it as "another attempt." Frankly, we have never read a good convincing article on this subject. We'd like to publish one—not because we be-

lieve in the point of view (we don't), but because we would like to be fair to the admission fee-ers. Any ideas?

On the front side of "Rules for Safe Bicycle Riding"—a four-by-six card issued by the Division of Highways of the State of Illinois—are twelve suggestions that are more or less common to all such documents. On the reverse side is a "Chart Showing Points That Require Regular Attention in Order to Keep a Bicycle in a Safe Condition," and this diagram not only indicates these twenty-one points but also tells what should be done about them. This is the best condensed device on the care of the bicycle—as it relates to safety—that we have seen. Maybe the Division (Springfield, Ill.) would send you a copy.

According to Laurence R. Campbell's study (p. 141), by far the most serious obstacles faced by teachers of journalistic activities are: lack of typewriters, poor library facilities, inadequate classrooms, and unsuitable textbooks. It is worth noting that not a single one of these obstacles is unsurmountable; with a bit of administrative provision and encouragement all four would be eliminated. Squawk, journalists, squawk! Athletics, music, dramatics, and other activities get theirs; you go after yours!

Rather frequently we hear the principal of some smaller school wail that he "cannot have a *real* program of extra-curricular activities because we lack the activities, participants, sponsors, and facilities." Usually this administrator is both well-read and conscientious. What he fails to realize is that an extensive array of activities on paper does not necessarily represent extensive participation and value. It is probably true that, in terms of individual student participation, the smaller school has a more "real" program than the larger. The length of the list of activities is not by any means a justifiable sole criterion of the value of a program.

State Contests and Festivals

TEN years ago state contests in most inter-school activities were prevalent in Michigan, but many high school principals felt that steps should be taken to abolish some or all of these state contests. National tournaments were falling into disfavor, and it was felt that the same arguments applied in part to those within state boundaries.

In 1930 the writer was appointed chairman of the new contest committee of the then State High School Principals' Association. At the Michigan Schoolmasters Club a few months earlier, he had presented a paper challenging the educational validity of a number of state contests. The committee took action which resulted in the immediate abandonment of the state band and vocal contests, typing, shorthand and academic contests. This eased the tension considerably although not for two years was action taken to end the state declamatory and oratorical contests. These continued with regional finals.

The newly organized Superintendents Association took action in 1931 adopting resolutions paralleling the procedure already set in motion by the principals. They were one year late. The principals, however, have needed and still need the organized and official support of the superintendents in this matter of state contests and festivals.

State tournaments in both basketball and debate continue. Many school men doubt whether these are justified from the standpoint of both the time and energy demanded from the students in the participating schools. The attitude on the part of the principals has been that satisfactory substitutes should be provided rather than ruthlessly to eliminate an activity which has merit. The corresponding committees of superintendents and principals dealing with inter-school activities are expected to consider the advantages and disadvantages of these two state tournaments and report at their next annual meeting.

Following the demise of the state contests in the music area, local and regional festivals and clinics were promoted and established in many parts of Michigan. There were no longer winners and losers in music, essentially an art, where the idea of contest seems foreign. Usually guest or critic conductors are invited to conduct the massed or selected performers and also give constructive criticism to each director upon the performance of his group.

Through these community or regional festivals, the taxpayers have a chance to secure a direct return upon the money invested in instruments and teachers of music. The problem of transporting large groups over long

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distances, a real problem in the days of the old state contest, was thus eliminated. The overnight and chaperonage problems were practically eliminated.

Some of our directors of music state that the opportunity for musical development is much greater with the regional or community festival plan. Music of the proper degree of difficulty can be used at various stages of advancement and many more selections played than was possible when musical numbers were specified for the state and national contests and month after month devoted to perfecting their playing or singing. Quite often after a contest the reaction was so great that very little could be accomplished for the next few weeks. In the writer's own school, new selections are prepared regularly for the weekly radio broadcast by band, orchestra, and choral groups. New numbers must be mastered satisfactorily, too, for the monthly Sunday vesper concerts. Such a program helps justify the time and expense devoted to public school music.

Probably it can be fairly said that more superintendents and principals have had a greater interest during recent years in the development of music and musical organizations than any other single field. In Michigan many were pleased with the trend away from state contests and festivals. Directors of bands, particularly, were no longer under the pressure of winning in order to earn promotion as is still largely true in athletics and debate.

This trend in Michigan was interrupted three years ago when the newly formed Michigan Band and Orchestra Association began to lay plans for a State Festival. The details were arranged and the program ready for the printer before principals and superintendents were informed of the development. For two or three years a solo and ensemble festival had been held at Ann Arbor. Most school men felt there was merit in this type of festival because in most bands and orchestras too little emphasis has been given to the solo and ensemble groups. Held in connection with the annual meeting of the Schoolmasters Club, there were few problems as to transportation and chaperonage.

The proposed State Band and Orchestra Festival indicated the pressure from certain

quarters in this and neighboring states for a system whereby a band and orchestra could be selected in Michigan to participate in the National Regionals. The principals, realizing they had been asleep at the switch, adopted the following recommendations, prepared by their contest committee, at their state meeting in December, 1937:

RECOMMENDATIONS OF THE HIGH SCHOOL PRINCIPALS COMMITTEE

1. Any and all High School State Music Festivals and-or Contests should receive permission from the Department of High School Principals before being organized or sponsored.
2. We favor the organization of local music festivals where community interest may be developed and critical evaluation given.
3. That a copy of these recommendations be sent to the Department of Superintendents, to the Presidents of the University of Michigan and the Central State State Teachers' College, to each High School Principal in the state, and published in the M.E.A. Journal.

In the spring of 1938 it was learned that the directors of music who were promoting the State Band and Orchestra Festival were planning to invite the National Regional Festival to Battle Creek in 1940. Therefore the High School Principals' Association, now called the Michigan Secondary School Association, adopted the following recommendation of its contest committee.

RECOMMENDATIONS OF THE CONTEST COMMITTEE OF THE MICHIGAN SECONDARY SCHOOL ASSOCIATION

I.

1. All High School Music Festivals and Music Contests other than those of a local or community nature shall receive permission and authorization from the Executive Committee of the Michigan Secondary School Association before being organized or sponsored.
2. Bands, orchestras, and choral groups shall not be encouraged to travel long distances.
3. Promotion of local music festivals where community interest may be developed is urged.
4. Contests involving academic or commercial subjects of more than local participation shall have the approval of the Executive Committee of the Michigan Secondary School Association before being organized or sponsored.

II.

1. The Contest Committee shall be authorized to contact the Contest Committee of the Superintendents Department of the M.E.A. with a proposal to study the advantages and disadvantages of the state athletic meets

and tournaments and to make a report with recommendations at this meeting in 1939.

III.

1. The Contest Committee recommends that the Forensic Committee of the Michigan Secondary School Association co-operate with a similar committee of the Superintendents to study the problems of forensic contests and report to this meeting in 1939.

As a result of the rising tide referred to above the writer received in September, 1938, a letter from the Contest Chairman of the Department of City Superintendents stating that the feeling of the superintendents is very strong against contests and especially against those that lead to state championships, no matter in what line of work they may be. Out of this there grew a series of three meetings in the spring of 1939. There were representatives from the organizations interested in forensics, music, and athletics, and also representatives from the superintendents and principals. The final meeting resulted in the tentative formation of a state committee representing all of these interests. This arrangement will give the school administrators reasonable jurisdiction over the music situation. Athletics and forensics have had such control for a number of years, and it has proved very satisfactory to all concerned.

The Department of City Superintendents at their meeting in September, 1939, approved the formation of the proposed State Committee and will appoint two superintendents to serve as members. It is expected that all the other organizations involved will do the same. Such a co-operative plan should provide a channel through which common problems can be solved. Experience shows that when reasonable and intelligent men sit down together, a way out of most difficulties will be found.

A survey was made by the writer late in 1938 of methods of control of contests and festivals in a number of other neighboring states. The trend seemed in the main to be away from state contests or toward the development of a plan for reasonable control. Few principals seemed to be in favor of state basketball tournaments, but none seemed hopeful of eliminating them in the near future.

In a number of states the trend seemed to be toward restricting contests and festivals to convenient grouping of schools by regions. This seemed to be particularly true in Wisconsin and Illinois. In the latter state there seemed to be a probability of the formation of state committees to control music and forensic activities, as is true in most states already in athletics. A number of schools grouped in smaller athletic conferences in a

(Continued on page 154)

Journalism's Obstacle Race

JOURNALISTIC activities play an important role in secondary education today. That statement is confirmed by pupils and teachers, principals, and leaders in education, heads of schools and departments of journalism, and state superintendents of public instruction, according to the National Survey of High School Journalism completed recently. But scholastic journalism is effective not because of but rather despite many great obstacles.

Consider these obstacles as reported by 613 teachers answering questionnaires distributed in this nation-wide study. Few classes or staffs have satisfactory headquarters in which to do their work, and few of these rooms are provided with more than two or three typewriters, if any at all. Few newspapers and few books dealing with journalism are available in school libraries, the median of books being ten and the average eighteen per school. As for visual aids—aside from bulletin boards, which many don't have—there are few, and sound equipment is practically unknown. Other obstacles listed in Table I show to some extent the difficulties encountered.

TABLE I

Obstacles Faced by Teachers of Journalistic Activities in Teaching High School Journalism Courses as Reported in the National Survey of High School Journalism

Obstacle	No. of schools reporting
Lack typewriters	182
Poor library facilities	152
Inadequate classroom	139
Text book inadequate	119
Students not capable	66
Course scheduled at wrong time	42
Poor course of study	40
Lack time	14
Students lazy, immature, poor, "pushed in"	13
No prerequisites to course	8
Students indifferent	7
Course is for only one semester	5
Teacher lacks technical training	5
Teacher inexperienced	3
Too few students	3
Lack daily newspapers and magazines	3
University requirements	3
Lack supplementary illustrative material	3
Capable students haven't time to take course	2
Prerequisites unsatisfactory	2
Principal antagonistic	2
Students are "credit hunters"	2
Too many students	2
Course not recognized officially	1
Students too young	1
Lack newspapers for study	1
Students preoccupied with school newspaper	1
Course not elective	1
Staff work takes all the time	1
Lack space	1
Course unsatisfactory	1
No advertising	1
Need visual aids	1
Need radio or movies	1

LAURENCE R. CAMPBELL

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Just as teachers of journalism courses face obstacles, so also do the sponsors of school publications, according to data gathered in the National Survey from 48 states. They are handicapped by poor facilities, for 207 report their classrooms unsatisfactory; 269 that they lack typewriters; 256 that they lack cabinet space; 200 that printing facilities are poor. Lack of time is reported by 383, lack of funds by 294, unsatisfactory schedules by 149, lack of correlation with English and journalism classes by 111.

Some teachers reported indifference, antagonism, and lack of co-operation on the part of faculty, students, and community. Only 19 reported lack of co-operation from sponsors sharing advisory duties. Concerning the newspaper staffs, 91 sponsors said they were irresponsible, 75 that they were incapable, 27 that they were too small. Commenting on student body attitudes, 140 reported indifference, two noted antagonism, and 47 that students were interested only in sports. With reference to the faculty, 157 reported indifference and 50 antagonism, but with reference to the administration, only 52 noted indifference and five, antagonism. So far as communities were concerned, 56 reported indifference but none noted antagonism.

Consequently it is remarkable how effective journalism instruction is today despite the inadequacy of classrooms and the lack of equipment. The fact that students who have neither journalistic interests or abilities are thrust into journalism classrooms because they won't be tolerated elsewhere indicates that something is wrong with both the guidance work as well as the curriculum in such schools.

High school journalism teachers on the whole are recognized as teachers of superior general and educational background, but it must be admitted that the majority of them lack the specialized training they need. Many have had no journalism courses at all and the average number of journalism courses per teacher is only three. Hence, not infrequently teachers themselves are obstacles though often they teach journalism only because principals insist. The successful journalism teacher needs courses in reporting, copyreading, feature writing, make-up, photography, publication supervision, journalism teaching, and

educational publicity. Furthermore he should take these courses in a good school of journalism.

Scholastic journalism has been treated as an ugly duckling too long. Principals have gotten into the habit of expecting much of journalism classes and publication staffs, yet are giving them little to work with. Funds are lavished on commercial departments and machine shops, on science laboratories and gymnasium equipment. No one denies that these aspects of the educational program deserve support, but it is high time that a little money—and it takes relatively little—be used to make journalism teaching something besides an obstacle race.

An Investigation of High School Graduation Exercises

JOSEPHINE RUPPEL TOLBERT

Chairman, Senior Sponsors, Hannibal High School, Hannibal, Missouri

IN AN effort to collect data on the different plans and procedures followed in graduation exercises and to determine definite trends, questionnaires were sent to one hundred schools. These schools, selected from the list of accredited high schools published in the July, 1938, North Central Association *Quarterly*, graduate two hundred or more students each spring. Of the one hundred questionnaires, eighty-four were answered.

The following data represent a brief summary of the practices most commonly found in these eighty-four schools. Obviously, not all of the items will total eighty-four because those mentioned less frequently are omitted. The figures represent number of schools, not percentages.

1. Place of exercises: high school auditorium, 33; public auditorium, 32; stadium, 14; school gymnasium, 6.
2. Time of program: evening (6:30-8:30), 82; afternoon (1:30-5:30), 6; morning (9:30-11), 5. (Nine schools listed two times, i.e., stadium, afternoon; auditorium, evening.)
3. Seating of graduates: facing stage or stadium, 58; on stage, 26.
4. Processional used, 78.
5. Recessional used, 36.
6. Caps and gowns used, 54; fee most frequently paid, \$1.50; rental fees paid by students, 44.
7. Invocation and benediction, 64; invocation only, 9; minister chosen by rotation, 24; by invitation of principal or superintendent, 20; by class or class officers, 15.

8. Class seating: alphabetically, 32; heights, 3; no definite manner, 42.
9. Program music: three numbers, 15; two numbers, 13; indefinite, 22.
10. Form of program: printed, 79; expense paid by board of education, 47; printed in school shop, 24.
11. Outside speaker, 36; student program and speaker, 17; outside speaker chosen by principal, 15; by superintendent, 10; by both, 16. Fees paid, \$15-\$250; \$50, 21; \$25, 10. Paid by board of education, 43.
12. Student program used, 25. Outline for student program selected and prepared by: principal, 11; supervised class committee, 10; faculty committee, 6. Student participants selected by: scholarship, 9; try-outs, 8; class vote, 8; sponsors, 3. Individual responsible for students' preparation: public speech teacher, 11; English teacher, 8; senior sponsor, 5.
13. Diplomas: presented: individually, 76; to group, 4. Presented by: president of board of education, 44; member of board, 15; superintendent, 8; principal, 6. Type: book, 42; sheet, 15. Cost: .08-\$1.50. Paid for by board of education, 76.

High schools by use of the processional, the recessional, and the individual awarding of diplomas are attempting to give individual recognition to each student. Is not this an attempt to compensate for "mass production"? Use of the school stadium as the place of graduation exercises means that the departmental lines between athletics and other school activities are definitely breaking down. Schools, by owning their own caps and gowns, are cutting down on graduation expenses of the students. A definite trend towards the inclusion of general graduation expenses such as printing, speaker's fee, etc., as part of the budget of the Board of Education is noted. Should not this budget also include the cap and gown fees? Schools have not given up the speaker-type program in favor of the student-type.

It is, of course, not to be assumed that whatever is, is right, or whatever is not, is wrong. Doubtless a number of the practices which were mentioned infrequently, and so not included here, represent very logical, progressive, and desirable procedures. The purpose of this report is to give a general idea of the event and its various elements in these larger schools. And, apparently, it is still largely a traditional ceremony.

(Acknowledgement: This investigation was made possible through the assistance and cooperation of H. V. Mason, principal.)

"The seeds of knowledge may be planted in solitude, but must be cultivated in public."—Johnson.

Building a Desirable School Spirit

WITH their ears still full of the echoes of a closing football season and with eyes turned hopefully toward the long siege of basketball, educators and students alike are thinking in terms of building a better spirit in their schools. But school spirit cannot be built up piece by piece. The older mechanistic or atomistic point of view is of little help when applied to our illusive school spirit or school morale. The newer organismic or Gestalt psychology seems to give us a much better understanding of the school spirit problem and certainly will help us to make the school a better place in which to learn.

School spirit is more than the mere sum of all of its parts. In fact the atomistic attack is impossible in attempting to define this whole in terms of parts. Yelling, singing, boosting, supporting, co-operating, etc.—are differentiations from the total pattern rather than factors which added together give the summation called school spirit. And yet, most of the efforts toward the development of a desirable school morale have been atomistic, piece-by-piece, approaches. The whole school in its total situation develops from within, a school spirit which might be called a behavior pattern characteristic of the school organism. This spirit can be expressed by yells, songs, speeches, team-work, etc., but cannot be defined in these terms. The yells, songs, etc., can be explained in relation to the whole school spirit from which they spring.

The whole cannot be explained in terms of its parts, but the parts can derive their properties and be determined by the whole. Thus the organismic approach brings a better understanding of this certain something which gives a school its spirit. This spirit has been neglected largely because there are no clearly defined parts which the busy educator can place between mortar and erect as he does with some of his other educational toys.

School spirit is not something to build or create. It is already there and merely needs outlets of expression. It needs opportunities to differentiate. All yelling, singing, boosting, etc., are expansions of this growth potential. They are attempts to restore the equilibrium of this potential as it faces disequilibrative forces in the school environment. The job of the school spirit expert is not one of building up school morale but one of providing situations in which upsetting stresses give this already existing potential a chance to differentiate into the various avenues of school life as it attempts to maintain its balance.

Instead of school activities contributing to the goal of good school spirit it seems more

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logical to think of school spirit as contributing to the goal of good school activities. Our whole viewpoint needs to be reversed if better morale is to result. The total school situation—the buildings, the campus, the faculty, the student body, the school traditions—automatically give rise to the configuration which we call school spirit. This spirit wants to grow, to expand. Maintaining its equilibrium in the face of its environment stresses demand that it keep growing. The school executive need not instill his school with school spirit. He needs to let it grow—let it express itself—let it differentiate from its gross pattern into the various forms which it is capable of taking. That this is not the general approach among modern educators is quite evident from the methods being used to build school spirit.

Pep assemblies are scheduled many months in advance whereas the pulse of the student body should determine the time and place for these expansions of the school spirit fever. Freshmen are often the victims of this building-school-spirit urge of the school administration. They are given handbooks containing the school yells, songs, colors, traditions, etc. They must learn all of these. The yell-leaders and home room teachers drill them in these expressions of school spirit. They are urged to buy tickets to an athletic show in order to show their school spirit.

This is a poor technique. The school spirit goals of the individual student must be established by himself. The outward display of his spirit comes only as a process of resolving a tension in attempting to reach a goal. No two students express their school spirit in the same ways or degree nor do any two establish the same school spirit goals. The principle of individual differences applies to a student's morale as well as to his rate of learning.

Many educators point proudly to the value of school spirit as it is later transferred through the student into the life of the community. They refer to school spirit as a sprout from which a better community spirit can grow. What possible transfer value school spirit contains is not due, as many ask us to believe, to the presence of identical elements. The school is a small community. It is a miniature democracy. Citizenship in the school is the best preparation for citizenship in the community. This may be true. We hope it is.

In any case it will not be true because of a transfer of training as generally conceived.

School spirit, itself a whole, is merely a differentiation from a larger whole. That larger whole we may call a community spirit. The dynamics of a school spirit are the dynamics of a community spirit as the latter attempts to maintain its integrity by expanding in all of its possible directions. It is not a question of common factors as implied in the mechanistic approach. It is a case of school spirit becoming a part of another and larger expanding community spirit. Consequently it is easy for the personality of the student that has felt the breath of a lively school spirit to feel the stronger breeze of a rapidly differentiating and expanding community or national spirit. So school spirit is not a sprout from which we expect a community spirit to grow. It is clearly a limb of a larger tree—a tree which is spreading its roots and limbs—a tree which is eagerly expanding as it strives toward the goal of equilibrium—a tree which itself may be considered as a part of a larger forest-whole, getting its properties and its determinants from a greater national spirit.

The following suggestions may be of help:

1. School spirit is a *gestalt*—a configuration—already existing by virtue of the total school situation and desiring opportunities for differentiation.

2. In order to facilitate the expansion of this dynamic whole, the educator should devise situations in which school spirit may become unbalanced and attempt to re-establish its equilibrium only to be upset again.

3. The school spirit goals of individual students should come from within the student as he gains insight into the total school spirit configuration and strives to resolve certain tensions which result from such insight.

4. No student should ever be forced to express his school spirit. Living in the school environment in which school spirit is rapidly expanding, the individual student will, as soon as he reaches the proper maturation level, obtain insight into this thing called morale or spirit and from then on he has it.

5. No two members of the school society will see school spirit in the same light or degree. To attempt to get all students and teachers to express their school spirits in the same way is contrary to the dynamic laws of the school spirit configuration.

6. The school executive need not worry about a lack of spirit. He should, however, be vitally concerned with any lack of opportunities for the school spirit potential to expand.

STUNTS FOR THE BASKETBALL PEP ASSEMBLY

Basketball Quintuplets

This stunt is a take-off on the Dionne Quintuplets of Canada. It may be done on the stage of an auditorium or on the gym floor. Five players, preferably members of the var-

sity squad, are dressed like little girls and each is led in by a nurse. Large boys trying to act like little tots provide opportunities for good wholesome comedy. Name posters adding "e's" to the players' names produce extra humor. The quints are placed in a semi-circle and given various toys, including balloons in school colors and a basketball. While they are breaking up these toys Dr. Dafoe enters, tests their hearts, romps with them and finally orders lunch. Each nurse brings her quint a bottle of milk. The quints roll around on the floor while a newsreel camera is being focused by an anxious photographer. Mom and Pop Dionne appear and chase the camera-man away. The stunt may end in a fight over the possession of the basketball gradually developing into a short basketball game between the quints and the nurses. A radio commentator may liven-up this stunt.

Double Purpose Assembly Stunt

When a dramatical production and a basketball game are to be boosted, this stunt will generate enthusiasm for both. The team is introduced as the cast of the play, with the coach as the play director. Then the cast of the play is introduced as the basketball team with the play director as the coach. The coach boosts the play, and the play director boosts the game. A short portion of the play may be presented by the team while the play cast passes a basketball around.

A Senate Session

The setting is a take-off on a session of the United States Senate. Orators arise from the floor and present arguments in favor of ridiculous bills. Somewhere in the balcony a lobbyist breaks in as often as possible, trying to sell reasons for attending the coming game. With lively speeches by the senators and with loud, short and snappy sales talks by the ill-mannered lobbyist, this stunt will promote and hold for some time a high degree of interest. The whole stunt should be planted in the audience. The lobbyist should end each spasm with a yell by the whole audience.

You-hoo Contest

The chairman presents to the audience plans for a "You-hoo" contest. The contest is open only to girls. Each contestant is to stand up in the audience and you-hoo to a sweetie on the basketball team who may be on the stage or also in the audience. She is to stand up, wave vigorously, cup her hands about her mouth and yell "you-hoo,——." Prizes are given to the best you-hooers. Each member of the team should get you-hooed. A girls' club may be used for this stunt. The team members should acknowledge the greeting by standing and gracefully bowing.

(Editor's Note: This is the fourth of a series of articles by this author. His "Watering the Elephant at the Football Circus" was released last month. His "Technique of the Pep Talk" will appear in the January number.)

Secondary School Social Functions

ONE important phase of that "whole" child, with which the activities program of the school is concerned, is the social being who loves to dance, to have parties, and in general, to have fun with his friends. High school and junior college students are anxious to know how to act in the situations in which they find themselves. They are not only concerned with how to act at their parties and on "dates" but also in any business situation.

With a diffusion of the influence of the home as a socially constructive agency, a diffusion caused by the speed and constant change in modern life, the school must assume more of the responsibility in these matters. It is now recognized as equally the responsibility of the school to help pupils develop pleasing personalities as it is for the school to develop their intellects.

Consequently, after years of restraint and prohibition in the social phases of living, most schools are beginning to offer some kind of social guidance. There is, however, disagreement and lack of evidence to determine just what types of social activity offer the best opportunities for social development. Foster¹ summarizes the idea: "There is a social problem, but it is a problem of administration, guidance, direction, time schedule, and management rather than a problem of restriction, enforcement and detection."

From examination of the statements of outstanding writers in the field, the following aims of social guidance have been developed:

1. To train in co-operation.
2. To give happiness to the students.
3. To prepare students for proper utilization of leisure.
4. To train in personal agreeableness.
5. To give social poise.
6. To acquaint students with conventional social customs and to develop a reasonable respect for them.
7. To train in "gentleness" of speech and manner.
8. To give actual experience in group life.
9. To give practice in leadership.
10. To raise the types of social activity in which students participate unguided.
11. To improve student-faculty relationships.
12. To aid in the teaching of finance in life activities.
13. To help pupils get acquainted and form lasting friendships.
14. To improve faculty social intelligence where necessary.

Granting that these are the aims to be achieved, our next concern must be their

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achievement. The means by which most schools attempt to carry them out are:

1. Individual conferences with dean (of girls or boys).
2. Social functions.
3. Home economics classes.
4. Club activities.
5. Group conferences with dean.
6. Assemblies.
7. Conferences with home.
8. Home room periods.
9. Regular class work.
10. Group conferences with home room teacher.
11. Special classes in social guidance.
12. Activities on athletic field.
13. Activities outside of school.

If this guidance can and does take place in so many different situations, it is necessary for the school to plan the program of social guidance so that it does definitely occur and is not left to incidental happenings. A social director or committee should be appointed to plan where certain types of this guidance is to take place and then to check up to see what has been accomplished. This director or committee may be a part of the set-up for the general activities program, but it is very important that some center for his program be established.

The director (this term can be thought of as a committee or any other convenient administrative device) will not have to organize details of activities, because this can be carried out in facilities which already exist in the school, but his duty will be to co-ordinate, to prevent overlapping and omission. It will probably be desirable to have certain types of guidance duplicated in several situations to assure its accomplishment; this, too, will be a matter for the director's consideration, judgment, and planning.

For example, the kind of training desirable in English classes is perfectly obvious: viz., learning to write and answer invitations, contributing to informal conversation, self-expression, etc. These may and should be reinforced through use at social functions, through social guidance.

There are numerous seemingly small but nevertheless important mechanics which can develop through conferences with the dean,

in special classes, or in home room, etc. Some of these are:

1. How to introduce people.
2. How to ask for a dance.
3. What to do when escorting a guest.
4. General social customs, viz., rising when addressed by superiors or elders, precedence in mixed groups, etc.

For most of these formal phases there are pamphlets which would serve as guides to the teacher.

If the school could discover what social activities students engage in outside of school, it would be unnecessary to duplicate them in its social guidance program.

It is our main purpose here to discuss the social functions, in the planning of which and in the participation in which is the greatest chance for learning by doing. However, this presupposes that definite information is supplied through some other channel. There should be close interplay between theoretical training and participation, for which the director can make arrangements. A list of the social functions, which seem likely to have a place in the activities program follows:

1. Dances
 - a. Noon hour
 - b. After school
 - c. Formal, etc.
2. Informal parties
3. Picnics—hikes
4. Teas and coffees
5. Card parties
6. Banquets and luncheons
7. Reception
8. Club parties
9. Parties at students' homes
10. Movies
11. Special programs
12. Plays
13. Serving refreshments at school functions

Certain general basic principles assist in achieving consistency of policy necessary to any degree of satisfactory administration. There is considerable variation and constant change in opinion and practice in this angle of social guidance, and each administration must carefully consider the mores and needs of its own group in the social milieu and set up its principles accordingly. Foster² suggests a set of rules for use in junior and senior high school social functions.

Planning for one of these affairs with student committees is no small problem; such plans should be started in plenty of time and their progress carefully checked by the advisor in charge. Students should be given as much responsibility as they seem capable of assuming, but they should never be allowed to become so independent that the advisor does not know what is happening until too late to guide and even direct them when neces-

sary. Many problems arise in carrying out social activities, and most of them may be traced to careless planning and poor administration. Rugg's³ investigation indicates many "problems" which—in many schools—would be easily solved, but they are things which, nevertheless, must be watched:

1. Limiting too much participation to one student
2. Getting all students to participate
3. Securing proper supervision by teachers
4. Formulating methods of social instruction
5. Interesting faculty in the field
6. Getting students and teachers to mix, etc.

Probably no one school would find any large number of these problems of great concern at any one time. Nor is there any "cure-all" for some of these which bother every school. The matter of cliques and snobbishness is common to our whole society, and the school cannot hope to blot them out entirely. Providing dates for girls is a ticklish matter in which some aid might be given, but, as a whole, the school would have to attack it very indirectly.

There are a number of these items which by careful organization and direction the school can definitely correct and in which the school can assure greater social guidance for most of the students. These might be listed as follows:

1. Committees can be changed frequently to equalize participation.
2. Hosts and hostesses from both students and faculty can help to welcome and introduce students.
3. Many game devices can be used to get people to mix more.
4. Some "no couple" affairs can be scheduled.
5. Boys can be more frequently included in the direction of social affairs—even teas.
6. Student committees can make a special effort to invite people who do not attend.
7. School can finance some affairs in order that everyone can attend.
8. There can be a limitation on dress for some occasions—dress-up affairs.
9. Chaperones should get over "stuffy" ideas and enjoy themselves.
10. School can teach dancing for people who need it.
11. Director can schedule more informal afternoon affairs.
12. For boy-girl relationships, school can conduct a series of lectures and discussions. A question box is useful.
13. A definite effort to solicit faculty interest can be made.

Careful, systematic record-keeping of the various events will serve both as a guide to other groups and will clarify and emphasize

(Continued on page 156)

Some English Exhibits

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SOMETIMES in the fall of each year the Thornapple-W. K. Kellogg School at Middleville, Michigan, presents for public inspection and approval one grand extra-curricular event. It is the School Fair sponsored by the Future Farmers of America. During each of two complete evenings the members of the community, friends of the school, and parents of the students, pass from one room to another viewing the exhibits of each department, and finally they assemble in the combined gymnasium and auditorium for a program by both student participants and an outside speaker of some note.

Since the new school building has been erected as recently as 1930, as the result of the consolidation of the Thornapple School District and of its having been accepted as one of the W. K. Kellogg Foundation Schools, it had become the chief source of pride to the community. It is therefore natural and justifiable that both faculty and students should feel it incumbent upon them to carry on more than ever a certain amount of school publicity and to develop school spirit through interests and projects common to all the school.

Being primarily an agricultural school located in a farming community, the exhibits once centered around the farm products produced by the agricultural students and around the work of the Manual Arts Department. But gradually the other departments had come to exert their utmost efforts and to vie with one another in making the most spectacular and concrete presentation of the work which they had been doing. So it always happens that for some time prior to the fair, classes no longer carry on regular class work but become united by one common bond, the preparation of a successful public activity. They remain bound to their original ties only in so far as they seek to make the big activity an expression to the public of work which has been accomplished in the classroom, thus to correlate the extra-curricular with the curricular.

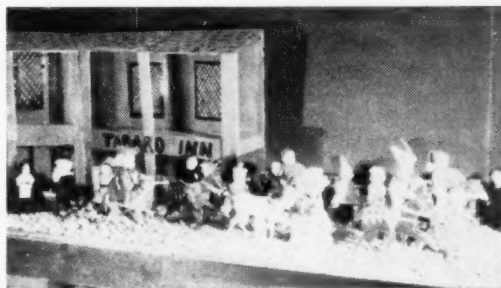
So it was that among the exhibits being prepared on the occasion of the last fair it was felt that there must be some graphic representation of the work in English Literature. The literature students had become an integral part of the large group engaged in the preparation of the big school project, but they remembered those famous unique and individual characters created by Chaucer—the “worthy” Knight; his “lusty” son the Squire; the Wife of Bath, concerning whom it is said, “Five husbands to the church-door she had led”; the Prioress with her delicate

table manners and modest demeanor; and all the others. They remembered, too, the ballads of a later period, concerned with the merry



deeds of the beloved outlaw of Sherwood Forest. At last it was decided to build a setting of Chaucer's Pilgrims starting out on their Pilgrimage to the shrine of Thomas a Becket at Canterbury, also of some of the Robin Hood characters in the Sherwood Forest. Inexpensive dolls with the ability to stand were secured. The girls readily assigned themselves the task of dressing them as the various characters. When the dressed dolls began to come in, many were the interesting surprises at the cleverness with which beards had been devised from wisps of hair, long pointed shoes characteristic of the period had been created, the pair belonging to Will Scarlett being made of a red leathery appearing material. The prize costume was that of the Knight whose armor constructed from silver paper revealed a painstaking simulation of many pieces of steel jointed together. Even in his pointed footgear were imitated the many overlapping plates of steel.

For the Pilgrim's Setting some of the boys hastily constructed a Tabard Inn from paste-



board boxes and a few laths. The appearance of the hostelry with two sides, each lined with a balcony and forming an angle for the court-

yard, was copied from various pictures of the Tabard Inn. Further resemblance to the pictured inn was secured by painting—the tiled roof, windows, and doors being thereby created. But the pilgrims needed horses. An artist member of the group drew patterns from which were traced and cut pasteboard horses. These were variously colored with crayons and decked with mediaeval trappings made from samples of brocaded cloth, bits of embroidery floss, and silver paper.

On one corner of a large table about three feet wide and six and one-half feet long the replica of the Tabard Inn was placed. The rest of the space was covered with pebbles to represent the cobblestone courtyard, and the pilgrims were stationed here and there, some talking just as they were emerging from the inn, some leading out their horses, and others already mounted. The Wife of Bath, true to her character, standing dismounted at her horse's head, was detaining the mounted group while she endeavored to captivate the fancy of the Squire, "a lusty lover and a bachelor," or some other male members of the assemblage. The demure little Prioress in a more retired position near the Inn was conversing with the Parson.

Sherwood Forest was more easily simulated by small branches of trees, evergreen being all that was available at the time of the year. These were arranged on a second table, and in an open space at the front were the members of the Robin Hood group, arranged about a camp-fire. At one end stood Will Scarlett, interestingly garbed in a red brocaded cape over a plain red outfit, shoes and plumed hat of the same color and a sword at his side. Beside him was the courageous Robin Hood, all in green, a quill of the same color in his pointed cap and a green and gold brocaded jacket completing his costume. Friar Tuck, simply attired in a light brown monastic robe, stood nearby. The semi-circle was completed by Allan-a-Dale, his long corn-colored yarn locks blending with the green of his suit and cap and his minstrelsy indicated by the little pasteboard lyre in his hands, and Little John, who provided a sharp contrast with his real jet black hair and green costume. The Sheriff of Nottingham, elaborately dressed, was represented as having just dismounted from his horse and about to enter the forest in search of the bold marauders.

Other ideas were forthcoming. The blackboards of the room in which were arranged the table exhibits looked bare and seemed to demand some type of decoration. Unsuspected and suspected artists emerged from the group. It was decided to place on one panel of a blackboard a page of an illuminated manuscript of Chaucer's prologue with the first eighteen lines. The colors which were chosen

by the artists added a great deal. To illustrate this page, a really beautiful picture in colored chalk of the Canterbury Pilgrims on their Pilgrimage was placed on the next panel.

Then someone remembered, too, that brilliant period of literature which was actuated by the glorious Elizabeth, the lives of whose courtiers fill many pages of history and whose own reign served to inspire both gallant deeds



and amorous sonnets. Accordingly on the back blackboard was drawn also in color a full panel-size picture of Queen Elizabeth and her Courtiers.

The two pictures and the decoration for the manuscript page were taken from small pictures in books but were enlarged by free hand drawing. Colors were chosen, and added if the small original picture was in black and white, and further developed if it was in color.

After their labors had ceased, all the workers were grateful and thankful for the appreciative comments which the exhibits received, although to some of the visitors the true significance of the exhibits beyond their aesthetic appeal to the eye was not realized; and as the result of one suggestion the accompanying photographs which, of course, do not show the colors, were made.

Gen. Secy. Norman Gould Wickey, Council of Church Boards of Education: "Education has failed because under state and federal control and with our separation of church and state, it has allowed the student to be separated from the most significant part of life. The ideal is divorced from the real, the moral from the social, the ethical from the political, and the spiritual from the natural."

"In our country and in our time no man is worthy the honored name of statesman who does not include the highest practicable education of the people in all his plans of administration."—*Horace Mann.*

For More Democracy in Junior High Athletics

IF THE experience of interschool athletics is good for less than one-tenth of a junior high school's enrollment, would it not also be good for many times that number? Is the stimulating social contact, joys of competition, learning to win gracefully and to lose without rancor, good only for boys, or might it not also be good for girls? Can arrangements be made to offer to all and actually give to many an active, "doing" part in interschool contests? Can students have a share in the control and administration of their athletic program?

The pupils and faculty of the Des Plaines, Illinois, Junior High School believe that the answer is "Yes" for each of the above questions and they have three years of successful experience with which to back up the assertion. In the following discussion and description no attempt will be made to picture our intramural program of athletics, which is organized upon a home room basis and is no doubt similar to many, but to concentrate on the matter of interschool contests.

Four years ago the faculty of our school came to the conclusion that the great majority of the student body were being shortchanged by an athletic set-up. It aped the wide-spread high school idea of placing all major attention on the wins and losses of a few boys of superior talents. The total of positive values was not very great and certainly of limited distribution. There appeared to be more negative values than should be countenanced in a school devoted to the principles of democracy. There was the inflated egos of star players, monopoly of personnel and facilities by a few boys, and a growing conviction that our physical education department was to be measured by the number of interschool contests won and how much help our athletic graduates gave to championship teams at the high school.

We experimented with an intramural program alone for one year, but found that real zest and enthusiasm was lacking and that the rich experience possible to interschool contests was being lost.

For the last three years we have combined a revised type of interschool contests with an intramural athletic program. How well the former meets the criteria and questions of the first paragraph of this article would best be judged by visiting our school on the day of an interschool contest. Lacking that, the "play by play" description which follows, of a typical winter month contest may help make our idea clear.

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At about 2:45 p.m. on the day of a contest the chairman of the student council greeters committee posts himself at the front door in order to spot the arrival of our guests for the day and to have his committee ready to welcome them. The committee members conduct the guests to a student managed check-room where they may leave their outer wraps. From there the visitors (from 40 to 100 in number) are conducted to the most interesting parts of our school—the shop, art room, domestic science rooms, auditorium, and gymnasium, where some of the visitors dress for athletics immediately. The locker rooms are attended by details of Des Plaines pupils who guard clothing and try to accommodate their guests.

At this time there is general dismissal of classes for Des Plaines students and they come to the gymnasium. There is no admission charge.

Members of the band hurry to music and instruments set up during that noon hour and give the gathering a short musical pep talk.

From four to six boys' basketball games get under way in short order and play interlocking halves of two four-minute quarters. High school athletes who are former graduates of our school act as referees. Student timekeepers, scorekeepers, managers, and cheerleaders help keep things moving. As soon as these games are underway arrangements for other activities are being made.

A classroom has been cleared to accommodate two ping-pong tables. Those who are scheduled to take part in an interschool checker contest draw their opponents. Girls who are to take part in swimming leave the gym for the pool for an hour of splash, stunts, and races. Girl pupils act as life guards to help make the latter activity safe. By the time the basketball players have finished the first of the games, the girls have vacated the pool, and boys of both schools are free to take a swim and to take part in an elementary game of water polo. As soon as the gym is cleared of basketball players, girls use it for volley ball and indoor soccer.

Five-thirty p.m. usually finds our guests and our pupils on their way home. Without exception so far, we have had the happiest relations with our guests on these occasions. Who wins? The wins and losses usually com-

pensate each other so as to give satisfaction to both schools. No single win has been the alpha and omega of the day. No general result is figured out or announced.

Successful interschool contests of this nature require sympathetic acceptance by the entire faculty and the active assistance of many. Faculty volunteers in our school have reduced the burden of detail so that no single person has to be concerned with too much.

Does the story so far add up to "play day" in your estimation, with a lack of keen interest and competition? It is true that smoothest team play and brilliant performance are rare but not hard play and desire to win. Limiting athletic participation to those who have a record of attendance at practice sessions and of taking part in intramural games helps make play in interschool contests a privilege.

We believe that pupil life guards, coat checkers, greeters, scorekeepers, and others mentioned not actually taking an athletic part receive a valuable experience, and perform a service as valuable as that of the athletic participants. In faculty leadership and advisory period discussions the thought is built up that those who make the day a success in any capacity help equally. The warm blanket of atmosphere, activity, and high endeavor peculiar to athletics at its best is large enough to cover more than a few if adjusted carefully.

In the spring months we find combinations of track, softball, and swimming work well in our type of program.

We realize the good fortune that is ours in the facilities of a gym, pool, and large playground, but believe that lack of part of these facilities would not let us abandon the idea.

The 'How' and 'Why' in Forming High School Alumni Associations

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AS THE Christmas holidays approach, many high schools are considering the important questions of "How and why form high school alumni associations?"

If your high school is typical, there are approximately 75 per cent of your graduates who have never attended college and who still recall their secondary school experiences as the most poignant of their careers.

If your high school is one of the *dynamic* sort, one that continues to challenge students after graduation, then by all means an alumni association has a real place in the school calendar and interests.

Unless an institution is satisfied to let the graduation exercises be the omega for students, the school officials will take the lead in giving an opportunity for a few meetings per year after graduation.

If your high school needs the moral and spiritual support of its former students, you will certainly want to utilize the potential forces which exist in your community. Paraphrasing a well-known quotation we might exclaim: "Breathes there a high school student with soul so dead, who never to himself hath said, this is MY school, my native school!"

There could be many, many more reasons advanced answering the question, "Why high school alumni association?" For example, guidance, fostering school spirit, keeping the best things in a community before the citizens, social contacts, better school support, and cultural advancement.

After settling the question of "why" organize a high school alumni association, there is the "how." Needless to theorize, it takes real leadership and constant attention to start and keep a live, functioning high school alumni association going.

A most sensible suggestion available came from a high school principal recently. He says from experience that he has found the best time to organize a new high school alumni association is during the Christmas holidays, while many of the old grads are back in town. He suggests that the presidents of the last ten classes be contacted early in December and that committees of each former graduating class be formed, so that work may be thoroughly passed around before the organization meeting. The local Parent-Teacher Association will be found composed largely of former graduates and may be effectively used.

When such an organization gets under way, it is interesting to observe how enthusiasm begets enthusiasm.

After the dinner is finished and good-will and Christmas good cheer are evident, then is the time to effect the permanent organization of your high school alumni association.

Almost any good functioning high school alumni secretary would be glad to furnish a copy of the constitution and by-laws for this organization.

Try to enroll every member and do not have the dues too high—not more than 50 cents, and preferably 25 cents.

Set up the objectives, appoint the committees, arrange for another meeting in May along about the time to induct the sweet young graduates who are about to launch their boats upon the stormy sea of life.

So you're off to a good start with another extra-curricular activity on your hands to keep alive and alert. Is it worth your effort? Give it a try and see!

Picture Magazine Replaces Yearbook

AS A solution to the problem of the senior yearbook, Grosse Pointe High School, Grosse Pointe, Michigan, has this year inaugurated a semi-annual picture magazine called *View Pointe*. Its attractive informality, freshness, and liveliness have won enthusiastic readers not only among students and faculty, but likewise among school patrons.

To say that *View Pointe* is more satisfactory than our rather feeble senior yearbook is to state the case mildly. The yearbook interested comparatively few; the picture magazine appeals to everyone. Even the casual stranger reaches to pick it up.

The yearbook was of questionable educational value to a few students; the picture magazine provides a stimulating outlet for the creative activities of many student writers and photographers. Well over a hundred students participated in the publication of the first issue of *View Pointe*. More will be concerned with the second issue.

The yearbook was of little if any value as a public relations instrument. The picture magazine presents phases of school life so arrestingly and vividly that its numerous parent readers inescapably add to their understanding of the school program. Business men became advocates of *View Pointe* as an effective representative of the community.

In twelve years experience with a variety of types of school publications I have never known any publication to receive so warm a response nor to enlist so vital a school and community interest. As for the comments of others in the educational field, all of us connected with *View Pointe* have been impressed by the extent of generously favorable attention which the magazine has received.

The cover of Volume I, Number 1 did much to win instant admiration. *View Pointe* has the page size of *Life* magazine. Its first cover bears an artistically beautiful diffused photograph of the school's Georgian colonial tower, surrounded by a wide band of gold, one of the school colors. Strikingly rich, that cover catches the eye and creates a definitely favorable impression. Future *View Pointes* will attempt to achieve the same effective beauty.

Including the cover, the first issue contained twenty pages of views of student life printed on good quality coated paper. The pictures were made by amateurs, both student and faculty photographers contributing. Hence, they are not all technically excellent, although all are good enough to merit publication.

But the particular distinction of the pictures lies in their genuineness. Without distorting,

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they portray high school life as high school students know it. They are completely unposed, and they represent normal situations convincingly.

As important as their authenticity in the effect achieved, is the grouping of the pictures so that one relates to another, and all those on one page combine to tell a story or make a point. There is nothing hedge-podge about *View Pointe*. Each page or group of pages has its theme, and when the reader has finished with the magazine, he has the sense of having seen a fairly comprehensive cross section of Grosse Pointe High School life.

Guarding against using idle, obvious comments, the editorial staff set itself to prepare captions which would add materially to the pictures, telling something which the reader could not gain from the picture itself. Thus statistics, bits of school history, interpretations of school philosophy, statements of policy, and records of events are introduced into *View Pointe*—all presented in the same informal, spontaneous style that characterizes the pictures. In general, each new topic is given a paragraph of introductory explanation, and each picture an individual caption.

Inside the cover, to be specific, is a page bearing two pictures. One is a pleasing photograph of winding walks leading across the school grounds to the building, and its caption gives school growth and enrollment statistics ("1,983 boys and girls daily tread these walks"). The second picture is a view of a large mass of students congregated for an all-school assembly. The caption discusses overcrowded building conditions.

Then comes "The Close-Up View," three pages of pictures of individual students engaged in the daily activities of their lives: getting ready for school, meeting at lockers, conferring with teachers, practicing for band, studying in the library, buying candy bars, going out on "dates." The practices of the typical Grosse Pointe student in such matters, as revealed by a school questionnaire, are set forth in the captions.

Other pages are as follows:

"Here Beside St. Clair's Blue Waters"—views of homes, churches, movies, and recreational spots typical of the community.

"Fight, Team, Fight!"—demonstrating school spirit on the athletic field.

"They Learn by Doing"—activity pictures in and out of the classroom.

"Today's Student Has a Hobby"—action shots of individual students busy developing individual interests.

"Grosse Pointe Builds a Junior High School"—the history of the junior high school movement, along with pictures of its site, the steam shovel at work, blue prints in the making, and guiding all, the Board of Education.

"Something New Under the Sun"—the year's innovations, their purposes and innovators.

"Random Shots"—miscellaneous views, again in and out of the classroom.

"Presenting the Senior Class"—individual senior portraits.

"They Took the Pictures"—the photographers at work.

The plan is to publish *View Pointe* at the close of each semester. Since we are now well along with preparations for the second issue, it is possible to describe a production routine which evolved with the first issue and is being refined with the second.

The first step is to set up a tentative prospectus, indicating the probable topic or theme of each page. This prospectus is mimeographed and given to all interested student photographers early in the semester. The students are guaranteed one dollar premium for each accepted photograph, but no money is paid in advance. They are urged to bring in the pictures suggested and all others which they as photographers discover to be interesting, telling shots. Teachers also receive the prospectus so that they may be able to assist photographers understandingly in arranging for pictures when their help is solicited. The school's Camera Club and two faculty advisors of student photographers head up this branch of the work, conferring with the editorial advisors and with the principal, to whom each is responsible.

The editorial staff, appointed by faculty advisors on the basis of writing ability and general reliability, gets immediately to work on the research necessary in gathering material to make meaty, interesting captions to go with the pictures illustrating the topics outlined in the prospectus. Questionnaires are compiled, circulated, and tabulated. Files and records are consulted. Each page is assigned to individual members, so that the responsibility may be defined and stimulation given specific direction.

When the picture deadlines arrive, the editorial staff, guided by the technical advice of a photographic expert, makes the choice of photographs to be used. Tentative plans set forth in the prospectus are revised accord-

ing to the achievement of the photographers. Some topics may have had greater appeal than others, so that page assignments may need to be expanded or contracted on the basis of the pictures procured.

A margin of time is allowed, however, so that photographers may be assigned to make whatever specific pictures are necessary to the successful completion of an accepted page.

Then the page layouts are planned and the captions are completed according to length specifications. For a few days hereabouts the editorial staff is definitely a very busy group.

When the engravers take over the pictures, the photographers can count on having to make enlargements in some cases in order to obtain prints of the most economical size to use in the making of cuts. Here too is a task which will have to be done with dispatch, probably under time pressure.

When every picture has gone to the engravers (there were 98 in the first *View Pointe*), and every line of copy has been checked and double-checked, the staff may rest briefly until proofs are ready. Then again there is work to be done, and again incentive for perfection and the exciting pressure of the deadline.

In the meantime, there will have been the sales campaign. For the first issue of *View Pointe* special committees of faculty and students were appointed to take care of publicity and collections. Corridor banners, school newspaper stories, show case displays, a sandwich man, posters, a sales thermometer, and three little dodgers relating the continued story (in verse) of "The Epic of Andrew Mc-Tight," that foolish fellow who did not buy a *View Pointe*—all were used to advantage. Sales were conducted through the home rooms, and 1,945 advance subscriptions were sold in a school of 1,983 pupils. Some of these were faculty subscriptions, and several students made extensive sales outside the school, but of course the bulk of the orders were placed by individuals of the student body. *View Pointe* appealed to the students even before they had seen a single copy.

The price? Believing that the new magazine could not prosper nor fulfill its purposes without mass circulation, the principal of Grosse Pointe High School, Mr. Paul A. Rehms, made it possible to sell *View Pointe* for 25 cents a copy. Mr. Rehms presented the project to the Student Affairs Committee, which agreed to make up any deficit so that the price of a quarter might be established.

But no deficit occurred, and that's our happy ending. The advance sale was augmented by a special order for 300 copies from the Board of Education for use in public relations purposes, and after publication additional copies were sold for 40 cents each. The

final financial statement shows a favorable balance, as follows:

Receipts:

Contribution, Jan. '39 Class	\$ 50.00	
Sales	577.55	627.55

Expenditures:

Printing	\$283.02	
Engraving	218.96	
Premiums to Photographers	99.00	
Miscellaneous	5.20	606.18

Balance\$ 21.37

Can any school have a picture magazine?

Yes—provided it has: (1) an administration that knows how to co-ordinate; (2) competent faculty leadership in photography and publications; (3) unstifled students. And the last, of course, shall be first.

Can High School Interscholastic Athletics Be Justified Educationally?

J. H. Post

Winthrop College, Rock Hill, S. Car.

Yes

1. If they are a part of the larger program which provides activities for all students in the schools.

2. If such a program is under direction of an individual who is equally well trained in the field as are other teachers in their respective fields. (A superintendent would not employ even the best cook in the community to teach foods and nutrition in preference to an individual with professional training for teaching in the field.)

3. If there is adequate provision for health safeguards. (Health examination to discover physical defects which might make it inadvisable for the individual to participate, and medical supervision during the season and adequate treatment of injuries sustained should be provided.)

4. If so conducted as to contribute to the physical and mental welfare of the individual. (Such activities should provide opportunity for wholesome activity under hygienically approved conditions.)

5. If such activities are conducted in such a way as to provide for the development of well-balanced, effective citizenship.

6. If such activities are conducted under mentally and physically hygienic conditions—clean dressing rooms and showers, clean uniforms, sanitary drinking cups, etc.

7. If the program of activities is selected and conducted on the basis of the physical,

mental and social level of development of adolescent boys and girls.

8. If opportunities for developing desirable character traits are recognized and utilized.

9. If provision is made for learning activities which may be used recreationally in after-school years. ("Carry over value.")

10. If the program is guided by the same educational principles as is that in other fields.

11. If organized and conducted so as to contribute to the physical, mental and social needs of the individual student.

12. If considered as part of the educational program.

No

1. If opportunity for participation is provided for highly skilled individuals only.

2. If under the direction of a former "star athlete" who has had no special training in the pedagogy of such activities.

3. If students are allowed to participate regardless of health handicaps or with insufficient time for recovery from injuries.

4. If conducted in such a way that we have fatigue, nervous instability and overstrain resulting, thus handicapping the individual in academic progress and in normal physical development.

5. If as a result of publicity and community influence, successful individuals become "stars," "newspaper heroes," or develop "athlete's head."

6. If undesirable habits, such as the use of the common towel, wearing of soiled uniforms, use of sponge or common drinking cup, result.

7. If an attempt is made to "ape" the procedure on the collegiate level which has been developed for a post-adolescent group.

8. If opportunities for teaching honesty, fair play, sportsmanship are sacrificed to the idea of "winning at any cost."

9. If only such activities as football, basketball, and track are included which can rarely be used recreationally and which are not suitable as recreational pursuits in later life.

10. If such activities are used largely as means of bringing publicity to the school.

11. If individual students are exploited for the sake of a winning team and for the sake of glory of the school.

12. If considered as extra-curricular activities only.—*South Carolina Education*.

If a man empties his purse into his head, no man can take it away from him. An investment in knowledge always pays the best interest.—*Benjamin Franklin*.

"The better part of every man's education is that which he gives himself."—*J. R. Lowell*.

Our Christmas Song-Festival

J. E. SHEDD

*Superintendent of Schools,
McCook, Nebraska*

FOUR years ago the McCook Public Schools initiated a Christmas Song-Festival using glee clubs and choirs from the fifth grade through the Junior College.

The first year the chorus, under the direction of Miss Eleanor Tipton, numbered one hundred seventy voices. The last three years, under the sponsorship of Miss Ruth K. Lindsay, the chorus has grown steadily until now it numbers three hundred ninety voices.

The program is made up of traditional Christmas carols sung a cappella by the entire group, old classics and folks songs by the various glee clubs, and parts of the Messiah by the senior high school and junior college choirs.

This festival is the finest interpretation of the music department to the public during the entire year. The patrons of the school enjoy this program, which is shown by the fact that many were turned away from each of the three performances given.

Most of the numbers were recorded and played over a loud speaker on the streets to shoppers the Saturday preceding Christmas. It was indeed a thrill and pleasure to know that the voices singing masterpieces from Bach, Handel, and the good old carols were those which had been heard a few days before in the Christmas Song-Festival.

McCook is building a new auditorium and with the greater facilities plans are being made to increase the chorus to at least five hundred voices.

State Contests and Festivals

(Continued from page 140)

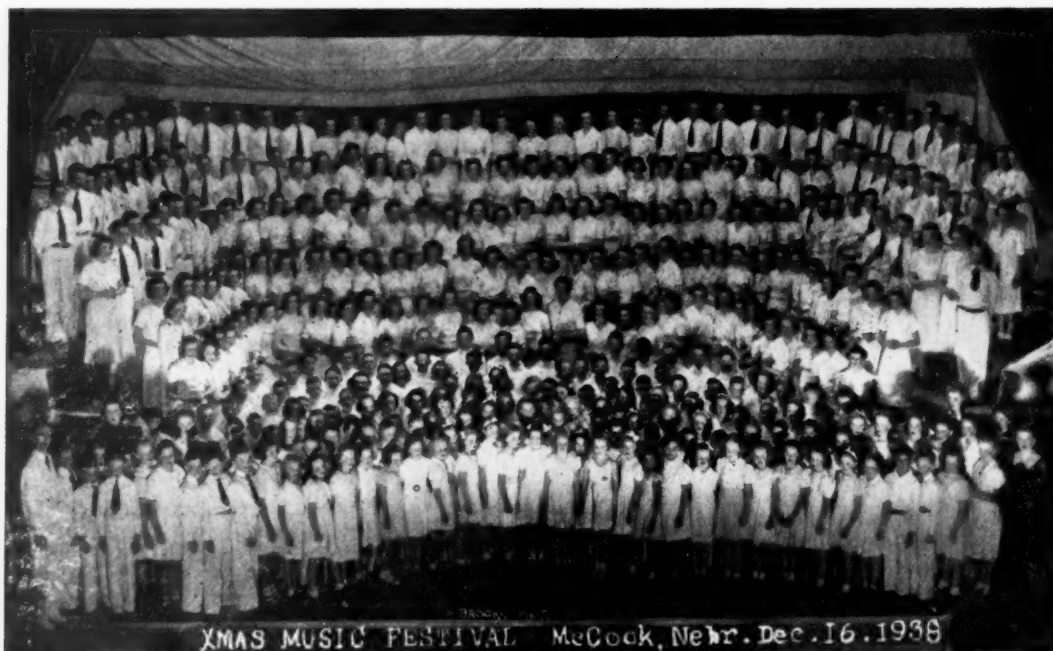
few states were withdrawing from their state basketball tournaments.

Any principal or state committee may secure further details of the new State Coordinating Committee of Interscholar Activities in Michigan from the writer.

The superintendents of Michigan have been ready since 1931 to go sled-length in eliminating state contests in all activities. Their survey and report covering all types of contests from football to agriculture might serve as a model for any state. High school principals after having eliminated the most troublesome ones have preferred to follow the policy of substituting an activity more justifiable educationally either in kind or form of control.

The welfare of the student should be the chief consideration. When he is exploited for the sake of athletic fans, coaches or musical directors the path of duty should be plain.

*Prof. Emer. Frank Jewett Mather, Jr.,
Princeton University:* "My practical advice to a Princeton undergraduate would be, if he knows what he is going to do on graduation, do as much as possible of something and everything else before he graduates."



All American

MARY GOLFORD

Lincoln Junior High School,
Mason City, Iowa

THIS activity was developed in Social Science when studying the unit on immigration. Its purpose was to show the immigrants' contribution to America, to promote tolerance toward different nationalities, and to motivate the study of the unit. It is easily carried out where there is a large foreign element in the community, is adaptable to many or few nationalities, and may be long or short, depending upon the manner in which it is produced.

Although suggestions for the scenes and dialogues are given, they do not have to be used exactly as described. The pupils will derive more benefit from doing the necessary research and writing the parts themselves. The development of the project will also vary in different schools, depending upon the nationalities represented, therefore it is preferable to fit the production to the people taking part. By consulting parents and neighbors for suggestions and help in learning the folk dances and songs, it helps bring the community into closer contact with the school, which is a worthy by-product.

By taking a preliminary survey, the larger national groups may be determined, and they should be responsible for the group singing and dancing. Those represented by one or few individuals can participate in Scenes I and II.

Introduction

The introduction may be given by a Jewish pupil. It may read somewhat like this: "America is a land peopled by immigrants. With the exception of the Indians, we are all immigrants or descendants of immigrants. We are indebted to these people for the many gifts which they have brought to this country including music, inventions, science, art and literature. Many great names are included in the list of foreign born citizens who have shown the highest loyalty to this, their adopted country.

"Mary Antin, a Russian Jew, and a famous author, has helped America by her book, *The Promised Land*.

"Theodore Roosevelt said of Jacob Riis, a Danish immigrant, 'He came the nearest to the ideal of an American citizen.'

"It was Carl Schurz, a German, Secretary of the Interior under President Hayes, who made the famous remark, 'My country, right or wrong. If it be right, to be kept right; if wrong, to be set right.'

"One of the gifts from the Old World is the folk music, given in song and dance in picturesque peasant costume."

Scene I. Within the Gate

No stage setting required, except for a gate in the background and to one side. Immigrants in peasant costumes, carrying bags and bundles of all descriptions are entering. Each person has a ticket fastened to his coat or dress. Various possibilities may be developed, such as a mother carrying a baby with a child clinging to her dress, a bewildered looking old couple, a large family of children, and others meeting relatives. They should be talking in foreign language, and English. As many people as desired may be used for this scene, and when all are on the stage, a boy dressed to represent a laborer advances to the center front and gives the selection, "The Immigrant Speaks." (Curtain)

Scene II. Americans Now

Stage setting: Flags of all nations are arranged around the walls of the stage with a large flag of the United States in center of background. Chairs, tables, perhaps a spinning wheel or loom may be placed around to give the idea of an international club or Y.W.C.A. Several women and girls are grouped talking and working upon some form of handicraft typical of the nationality they represent. In the foreground are a few of the girls talking:

Gretel (German) picks up a newspaper, reads for a minute or so, then lays it down and exclaims bitterly: I can't realize that the Germany of my grandparents, the Fatherland, as they called it, that gave us Santa Claus, and beautiful music of the great composers, and classic literature, is now a monster that the world fears. I am grateful every day of my life that I am living in America.

Angela (Italian): You and me both, Gretel. The Italy of my fathers gave to the world great men such as Raphael, Cicero, Verdi, and don't forget Columbus. No other country in the world has given so many poets, and artists, and now Italian boys, and such little boys too, are taught to hate and to fight. But oh, I'm so happy that my parents came to this country and that I'm a free American.

Kascha (Czecho-Slovakian): I worry about my cousins in Czecho-Slovakia. They have been so happy in their little republic until this last year and now—well, I guess we all know what the conditions there are now. If only they too were here in America.

Olga (Russian): Yes, we have much to be grateful for. My people fled from Russia to escape being killed at the time of the Revolution. They do not like to talk about that dreadful time, even now, but they have told

me enough to make me feel very happy that I am here.

Gretel: Did you know that if you were in some countries in Europe, you would have to carry an identity card with you and if you changed your address, you would have to notify the police? Hurrah for America, where the cops don't check up on us!

Angela: And how would you like to eat bread made out of sawdust? I read in the paper that's what they're doing in Germany. I must admit that some of the bakery stuff we get here does sometimes taste like chips. I also read that they are having butter made out of whale oil. Is that true, Gretel?

Gretel: Our relatives do not write us anything about that. You know, I have heard that their letters are opened by the government, so they have to be careful what they write and they do not complain about anything. Oh, here comes Anne.

Anne: Hi, everybody. What you doing? (She walks around the room looking at some of the handicraft, holds it up admiringly and comments on various pieces.) Say, I've got an idea. Want to hear it? It's a good one.

Olga: Oh yeah. You always have bright ideas and we do the work.

Anne: But this is the best yet. Now listen. Look at these beautiful things people learned to make in the Old Country. Aren't there enough of us to have an exhibit and an entertainment with dances in costume? Wouldn't that be fun? It would be a real international festival.

Olga: Oh, I don't know. Why not forget about Europe? We've just been saying how glad we are that we're in America. Why bring in the past? We want to forget it.

Anne: But I should like to share with each other, some of the good things which we have brought from the Old Country. You know, like the music and dances which our people have developed for generations. Let's show our thankfulness by offering these gifts. We can't all be great authors, or scientists, or musicians, but we can give a little pleasure maybe.

Gretel: You're right, Anne. I think we can do it and show also that the countries of our ancestors have not always stood for oppression and fighting. (Curtain)

Scene III. Immigrant Gifts

No stage setting required, except for flags in background, since there should be plenty of room for the dances and finale.

Any folk dances and songs may be used for this scene. It adds interest if characteristic music instruments are available, such as German accordions and Norwegian imperial harps.

A pupil representing a mixture of several nationalities, typical of many of our Ameri-

cans, might give solo dances, representative of her ancestry, between scenes.

For the finale, the Greeks might be placed in the center of the stage, since the predominating color of their costume is white, with the colorful groups on either side. An American flag is placed in front and to one side and an electric fan turned on it, so that it flutters during the singing of the closing chorus. Any appropriate song can be used, such as "America the Beautiful," or "Your Flag and My Flag," or "There Are Many Flags in Many Lands." (Curtain)

REFERENCES

Steiner, *On the Trail of the Immigrant*.
Beard, *Our Foreign Born Citizens*.
Rugg, *Our Country and Our People*.
Bercovici, *On New Shores*.
Adamic, *My America*.

The 1937 issues of the *American Magazine* had several helpful articles on "Our Imported Americans" by William Seabrook.

"The Immigrant Speaks," referred to in Scene I, is printed in *An Introduction to American Civilization* by Harold Rugg.

The *National Geographic* and books on immigration will give ideas for the scenes and costumes.

Secondary School Social Functions

(Continued from page 146)

the necessity of careful planning to the group concerned. Not only should there be records of the conducting of each event, but there should also be a record card for each individual. The knowledge of the actual participation is an excellent indication that he is developing socially. The record card should be in the hands of the home room teacher, the social director, the dean of girls, or the counselor, and items of social information other than actual participation can be recorded; these cards will become part of the cumulative records on each individual, the information to be made available to club advisors, etc.

The subject treated here seems inexhaustible; we have merely scratched the surface and suggested opportunities for a research study of this field.

1 Foster, C. R., "Extra-Curricular Activities in the High School," p. 130, Johnson Publishing Company, Richmond, Virginia, 1925.

2 *ibid.* pp. 141-143.

3 Rugg, E. W., "Summary of Investigations Relating to Extra-Curricular Activities," Colorado State Teachers College, 1930, p. 99.

"Our job as educators is not to teach youngsters to become intellectual giants, but to send them out recognizing the privileges and obligations of society."—George Chipperfield.

The Christmas Play as a Religious Experience

SOME form of worship is a necessary privilege of the human spirit, and a school has not fulfilled its mission until it has provided its members with occasion for reverence and worship. Introducing religion into the public school, however, is a delicate task, and well-meant efforts to do so may cause more harm than good.

In the past eight years, Benson High School has found one answer to the problem of supplying the experience of religious reverence through its Christmas play.

The idea was originated in 1931 by Anna Cass, dramatics instructor. The play chosen

GUNNAR HORN

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The annual production is a project of the speech classes, assisted by students and teachers from the music, shop, science, and art classes. On occasion even the foreign language classes have contributed research, songs, or as in the case of "Come, Let Us Adore Him," a prelude in Latin. The students themselves have carried out the task in a spirit of reverence which has been gratifying to faculty, administration, and parents, and the resulting program has reflected credit on the school. No other single function of the school is so much appreciated by the community as the annual Christmas play. Thus, not only students and school benefit, but the community as a whole gains from the production.

No admission is charged as the students have expressed the opinion that this would mar the spiritual quality of the performance. Other plays may be produced to raise money, but the Christmas play serves a more rewarding purpose. The lack of admissions does not limit the choice of plays, as several of them can be secured without royalty when performed free, and others may be secured at half the usual royalty.

Once a play has been selected, the students saturate themselves in the spirit of the time and characters represented through collateral reading and intensive study of pictures. For instance, a girl aspiring to play the role of Mary will not only read all she can about



The Shepherds Hear the Glad Tidings
(Photo by Roy C. Busch)

for first presentation was "The Christmas Guest" by Constance Mackay. Plays presented since then have been:

"Why the Chimes Rang" by Elizabeth MacFadden, presented in 1932 and again in 1934; "Mr. Scrooge," a play arranged from Dickens' "Christmas Carol" by Ashley Miller, 1933; "Come, Let Us Adore Him" by Victor Starbuck, 1935 and 1937; "In the Light of the Star" by Agnes E. Peterson, 1936; and "And There Were Shepherds" by O. G. Herbrecht, 1938. This year the play is again, "Why the Chimes Rang."



The Adoration Scene in "Come, Let Us Adore Him"
(Photo by Roy C. Busch)

Mary, but will also study the Madonnas of the great painters.

The beauty of the story, the pageantry connected with it, and the reverent spirit dis-



Joseph and Mary and the Angel in
"Come, Let Us Adore Him"
(Photo by Roy C. Busch)

played by both the students participating and the student audience make the performance one to be remembered by those witnessing it. The eagerness of students each year to have a part in the play leads the sponsors to feel that religious instruction in the public high school can be successful if approached from the pupil participating angle.

Exhibiting Student Government to Parents

FRANK MEYER

*Student Council Sponsor, Junior High School,
Grand Haven, Michigan*

TO INTERPRET a program of student participation in school government to parents is no easy task. Fathers and mothers who have come through the traditional school often find it difficult to understand the democratic ideal in education. As they listen to children's gossip, or to a serious discussion of problems before the student council or a case in the student court, they wonder just what is happening in school. They hear of offices to which their boys or girls have been elected. They know that committee meetings require the presence of their children after school, but, in all, they know nothing of the theory or practice of student government.

There should be some way to demonstrate the actual functioning of student-government organizations to parents and friends of the

school. Grand Haven Junior High School has experimented with one means of assisting in the solution of this problem.

The theme of one session of the local Parent-Teachers Association last year was, "Student Participation in School Government." The meeting was opened with a brief explanation of the nature of the evening's program. This was followed by an actual and typical session of the student council. The table and chairs from the council room were set up on the stage of the auditorium. The weekly council meeting was postponed from its regular time to the hour of the PTA meeting. The council did not rehearse this session. It desired to present an actual example of how it conducted its business. The length of the meeting was shortened from an hour to twenty minutes. Consequently, all business of each type could not be handled, but roll call was taken and the minutes read; one committee report was considered; one item of old business was discussed; and the rest of the time was spent on new business. A shortened session of a typical council meeting had been exhibited.

The stage was then transformed into a court room. The officers of the student court took their places, and an actual case was tried. Fortunately, we had a case which would not embarrass the defendant. The court was called upon to interpret the library rules and to determine whether or not this student should pay a fine on an overdue book. The audience viewed a typical trial in the student court.

While the court was determining its verdict, six one-minute talks were given by students from other organizations. Representatives from the assembly committee, the hall captains, the safety patrol, the newspaper staff, the library board, and the athletic board described the work and activities of their organizations. At the conclusion of their talks, they answered a number of questions from members of the audience. Later came the verdict of the court.

An open-forum discussion on the program for student participation in school government in this junior high school concluded the meeting. The number of intelligent questions illustrated the interest with which parents viewed this work. The faculty sponsors had an opportunity to explain the theories behind these activities and the ideals toward which they were striving. The chairman summarized the points that had been emphasized and the PTA meeting was adjourned.

All the parents who were present agreed that this had been a worth-while meeting. They had a better understanding of what the school was attempting to do. As a result, everyone was more enthusiastic toward student government than ever before.

Affirmative Rebuttal Plans

RESOLVED: *That the Federal Government Should Own and Operate the Railroads.*

IF YOU would ask the average person who is not professionally acquainted with the problems of public speaking and debate to define the characteristics of a good debater you would probably be told that any person who is able to give a good public speech is also able to deliver an effective debate. However, anyone who is acquainted with the methods and teachings of effective public speaking will quickly realize that there is a difference between delivering the average public speech in a forceful manner and effective debating. It is to the advantage of the student to realize this difference as quickly as possible during his career as a debater and to begin to develop those techniques that go to make him a more effective debater.

We may well wonder just what this great difference is between effective public speaking and effective debating. The average public speech is worked out in advance for the purpose of meeting and proving a certain very definite set of conditions. The political speaker knows in advance most of the problems that are before the people and he then works out a very careful answer showing how he proposes to meet these known problems. In the event that the known conditions change a day or two preceding his address he still has time to make the necessary adjustments before he is scheduled to speak. Now let us see just where the debate speech differs from the average public address. The good debater also has a well worked out speech which has been written in advance. This speech is designed to meet the known conditions of the debate. The debate speech, however, is subject to constant change and modification. At any moment the statements of an opponent may change completely the well worked out debate speech. The opponent may admit a point that the debater had intended to establish. When such a thing happens, it is foolish to waste time proving a point that has been admitted. The opponent may stress a point that the well-prepared speech has not included with the result that a complete change of tactics becomes necessary. This ability of a debater to change and adapt his speech to meet the attacks of his opponents is the test of the real debate student. For the most part we find that his adaptation and change comes in the rebuttal speech.

When the debater begins to adapt his arguments to meet and defeat the arguments

HAROLD E. GIBSON

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of his opponents he will be forced to sacrifice much in the form of smoothness and fluency. At first this may seem to be a handicap to the debater but as he continues in his debate work he will find that fluency will return even when he is delivering rebuttal materials that have not been completely prepared in advance. It will also be found that regardless of the loss of fluency rebuttal material that is delivered in such a way that it meets the arguments of your opponents is much more effective than very fluent material which is delivered to represent a rebuttal speech, but which is obviously a prepared speech that does not vitally attack the arguments as proposed by your opponent.

The debater should enter the rebuttal speech of any debate without any rigid plan of procedure which might hamper his presentation of the speech. By this statement it is not meant that the debater should enter a rebuttal speech wholly unprepared. He should anticipate in advance most of the arguments that his opponents will present and should be prepared to make effective answers to these points. The order and method of meeting these arguments, however, cannot be determined in advance, and so any attempt at planning and writing a rebuttal speech before the contest is usually a waste. It is much better for the debater to have a store of information upon the probable points that his opponents may present, and then when they are presented attack them with vigor.

The importance of the rebuttal speech to the outcome of most debates can be seen when we explain that many debate authorities feel that it would be a step in the direction of progress to eliminate in so far as possible the constructive speeches, and to give more time to rebuttal arguments and cross-questioning. This is a desirable objective, but from a practical point of view there seems to be much doubt as to whether or not it will work. For high school debaters there seems to be a great need to retain the constructive speeches because they give the debaters a basis in fact with which they can work when presenting their rebuttal speeches.

It is in the rebuttal speech that the debate actually gets underway. During this period you attack your opponent in his weakest points, and in turn he is making the same type of an attack upon you. When the de-

bater is under this pressure from his opponents, his real abilities will have a chance to present themselves.

The real purpose of this discussion will be to point out some of the ways in which the affirmative debaters may meet the arguments of their opponents.

One of the first things to do when making plans for your rebuttal speech is to make a list of the major weaknesses in the arguments of the negative side. When several major weaknesses in the arguments of the negative side have been discovered, a very strong effort should be made to develop an attack upon these weaknesses. When these weaknesses have been carefully selected and a well-planned attack has been designed, the result will be a rebuttal plan that will be effective. A few of the major weaknesses of the negative side in this debate are:

Railroads are essential to the public welfare and the national defense of our country.

The negative debaters are faced with the problem that the railroads of our country are essential to public welfare and to the national defense. This being the case it is impracticable for the negative to take the attitude that the railroad managers have "made their bed and now they must lie in it." The negative cannot contend that the railroads are like any other private business and if they are unable to pay out financially that they should be abandoned. The railroads constitute a basic part of our national economy and national defense and so should be kept in excellent operating shape.

It is in this fact that the affirmative team has one of its strongest attacks upon the negative case. The railroads are so essential to our national welfare and to our national defense that they cannot be abandoned. Yet at the present time we are unable to finance them under a system of private ownership. Since they are so essential to our public welfare that we cannot allow them to become bankrupt the only real solution seems to be government ownership and operation.

Even though the negative might prove that we should not adopt a plan of federal ownership and operation of the railroads there is every reason to believe that the government will be forced to take over the railroads.

The negative is really in a very peculiar position because even if it is able to prove that government ownership and operation of the railroads is not desirable it has not even then established its case. Suppose that it is proved that private ownership and operation is more desirable than government ownership and operation. Then, too, suppose that the affirmative proves that in spite of this fact that private ownership cannot be made to pay financially and that we will finally be forced to adopt government ownership and operation.

This is one of the weaknesses in the case of the negative. The fact that government ownership and operation of the railroads may be inevitable aids the affirmative debater materially.

SAMPLE AFFIRMATIVE REBUTTAL ARGUMENTS

Below you will find a group of arguments that will appear in practically every negative case upon this debate topic. They may not appear in exactly the same form as they are found below but they will probably appear in some form. Below each negative argument will be found an effective method of meeting the argument.

Negative Argument. The wages paid today by the railroads are too high and if the government would allow the railroads to reduce these wages part of the problem of railroad bankruptcies would be solved.

Affirmative Refutation. As a solution for the problems of the railroads the negative have produced the age-old argument of wages that are too high. We will admit that there is something wrong when presidents of bankrupt railroads get salaries larger than that of the President of the United States and we will admit that these salaries should be reduced. This reduction will not, however, solve the railroad problem. What is needed is an increase in the volume of railroad traffic.

Now let us look to see if the wages of all of the railroad workers are so high that they should be reduced. In 1937 the average wage of railroad workers was \$1,736, which was one of the highest averages of any industry in the country. The workers, however, state that their real annual wages average \$1,115. The reports of the Retirement Board indicate that half of the railroad workers or 860,000 individuals in 1937 were receiving less than \$1,000 which is less than a subsistence wage. In fact, more than thirty-five per cent of the railroad workers received less than \$500 per year.

If we will study these figures of the wages paid in the railroad industry today we can see that it will be impossible to make any great saving to the railroads through a system of wage reductions without seriously handicapping the workers.

Negative Argument. The experience of the government with railroad operation during the war should be evidence enough that the proposed plan of government ownership and operation is not the solution to our present day railroad problem.

Affirmative Refutation. The negative have made the point that the experience of our government with federal operation of the railroads during the period of the World War should be evidence enough to keep us from adopting a system of government ownership and operation of the railroads. They wish to

(Continued on page 165)

Why Not a School Garden?

IN NASHWAUK, Minnesota, Independent School District No. 9 has developed, with student aid, a thoroughly successful program of school gardening. In search of a beneficial program of summer activity for school children, the school board in the late 20's hit upon the idea of purchasing a piece of land near town and instructing interested children in the art of raising vegetables. The plan was met enthusiastically and actual work on the scheme was soon begun.

A piece of land just outside the city of Nashwaук was purchased. The block-square tract was then plowed and fertilized. Workers were provided with all necessary seeds and plants, but each brought his own tools. The agricultural instructor was placed in charge of the eager group that responded to the plan, and the raising of vegetables was begun.

Where, until a few years ago, was a marshy swap area today lies a colorful and well-planned rectangle of miniature gardens, each divided by footpaths. During the summer, passing motorists cannot help but admire the scene of busy activity—children of all ages working diligently, undisturbed by the heavy traffic that passes nearby, or by the thought that it is a nice day to go swimming.

The response to this activity has been so great that eligibility rules have had to be enforced. Only students over ten years of age in grades 4 to 12, inclusive, are allowed to enroll. Even so, the number of persons asking for gardens has been too large. In addition to the age and grade requirements, not more than two from the same family could be assigned gardens. It was funny to see six or seven children of a large Italian family all applying at once for a garden each. Italians are great for gardens, and when only two were allowed to each family, it was not unusual to see six or seven members of one family working on one plot, 15 by 18 feet. Also, no one could have a garden for more than three years. Without these rules it would be impossible to give everyone a chance.

There are other rules as to the care of the garden itself, but so interested are the gardeners in their work that those rules are rarely applied. For example: "Those who have not completed satisfactory work or who have shown lack of interest or who have violated garden rules during other years in the club cannot be assigned gardens this year." There is no need for this rule, because it has never been broken.

Garden work is not completed until each student has written a garden record and story. This rule is the only disagreeable part of the

ERNEST SUMI

828 University Avenue, S.E.,
Minneapolis, Minn.

whole program. During the summer pupils are required to keep an accurate record of the amount of work done on their gardens and the amount and value of all vegetables grown. Using the summer's records, each gardener must write the story of his garden on a regulation state record sheet of the 4-H Garden Club before October 15th. This requirement has been lightened somewhat by the fact that the themes are written in school, after the student has accustomed himself to writing. Also, the narrative form of the theme allows the student to use his imagination in describing the work. A report of dull facts does not encourage the student to write.

Gardens are forfeited if gardeners have three consecutive unexcused absences or have violated garden rules. Not one garden has been lost to a student because of the above rule.

No one is allowed in the gardens at any time outside of class hours except in urgent cases and with the consent of the instructor.

There are three sizes of gardens: (1) large gardens for advanced gardeners, 15 by 32 feet; (2) medium-sized gardens for intermediates, 15 by 24 feet; (3) small gardens for beginners, 15 by 18 feet.

Some of the best advanced gardeners are given extra plots on which they can raise whatever they wish. This award is given on the basis of ability, interest, experience, age, and quality of work done during the preceding year. Thus is promoted a sense of responsibility and self-reliance.

Classes meet twice a week, in groups of thirty. Demonstrations and talks on planting, hoeing, thinning, insect control and the selection and preparation of vegetables for exhibition are given from time to time.

Throughout the summer the major thought in the mind of each gardener is to grow a garden that "beats all others." Next is the desire to win prizes at the local exhibit and at the county fair, which are the high lights of the season to which all gardeners point. It is then that their work is presented to the public. Placed in booths, the large vegetables draw admiring glances and favorable comments. More pleasing than these are the cash awards given at these exhibits by experienced judges. Then there are the small certificates given after two years work and the large ones after three years work.

Readers who recall the reluctance with which they as children took part in the care of the family garden "back home on the farm" will perhaps marvel at the fact that there is almost no attendance problem with boys and girls growing school gardens. Week after week they come, with clock-like regularity throughout the summer, and with the feeling that the work is not really work but a form of recreation. Of course, there are the certificates at the end of the season, and the cash awards to spur them on, but the main factor in this bubbling enthusiasm is watching the growth of something they themselves helped to create.

The inevitable response of a garden to careful, painstaking work, and its lack of response to the absence of these factors, is in itself a powerful lesson taught by the garden, not by the instructor. The group pressures demanding strict attendance, conformity to standards of excellence, and the recognition of property rights are influences to the good, even though the children are totally unconscious of their effect. A youngster participating in garden work for a year or two cannot help but acquire a sizeable store of garden knowledge and skill that will aid him in later life, no matter where he goes or what he does.

Even more immediate satisfactions are obtained from this garden work. A few minutes' observations on one of the tracts during a class session assure one that no small factor in the gardens' success is the pure enjoyment on the part of the gardeners. Parents, too, find comfort in vacation hours well spent and profitably used by their children, out of mischief and in wholesome company and healthful surroundings.

Now is the time to start preparing for a school garden for next year. There is a whole winter to plan. By the time spring comes, actual work on the gardens can begin.

'Do Unto Others'

This exhortation is not a sermon although the heading has the appearance of a text. It is written after years of experience in the settlement of thousands of cases in athletics. It is believed that there is a remedy for some of the ill-feeling engendered between schools and communities regarding athletics. Of course, human nature is what it is and there is no panacea for all of our ills.

Often a principal, coach, teacher, student, fan (or Dame Rumor) of one high school thinks he has reason to believe a student of another high school ineligible. Convincing evidence is not at hand but the case is the subject of conversation and many mean things

are said and done. The honesty and integrity of the students and school officials of the other school are impugned and happy relationships are somewhat strained. The sad part of all this is that the information, true or false, is used as the basis of the conversation and strained relationships, does not reach the principal of the school which has a student whose eligibility is in question directly from the principal who has the information, or who has a Dame Rumor in his school or community. Sometimes the information is withheld until the student has participated and then the high school athletic association, rather than the principal, is notified. The withholding of evidence cannot be justified and eleven-hour protests are not in order.

We recommend and strongly stress that the principal and coach in one school, who have any reason to question the eligibility status of a student in another school, should inform the other school's principal and coach as soon as the question arises and prior to participation of the student, if possible. There seems to be no valid reason why the principal of one high school should not receive information and questions directly and frankly from the principal of another high school when the eligibility of a student has been questioned. Surely, a principal of any high school desires complete information, carefully documented, about his athletes before trouble arises. A protest is not necessary in such cases. The question should be introduced for settlement and there need be no ill feelings at all. Both schools, both communities, and the student whose eligibility is in question will be benefited by a checkup to determine the eligibility status of the student.

If anyone had a question about the eligibility of one of your players, what would you desire him to do?

If anyone had a question about the number of games on your schedule, what would you desire him to do?

If anyone had a question about the age of one of your students, what would you desire him to do?

If anyone had a question about the conduct of your players or the way your athletics is handled, what would you desire him to do?

The exhortation ends as it began—"Do Unto Others, etc."—*Indiana Bulletin*.

"I believe in the existence of a great, immortal, immutable principle of natural law, or natural ethics . . . which proves the absolute right to an education of every human being that comes into the world, and which, of course, proves the correlative duty of every government to see that the means of that education are provided for all."—*Horace Mann*.

Our Motion Picture Enjoyment Club

MOTION pictures are a national habit, and as such there is little discrimination in theatre patronage. People of this day will be amused, and they will spend their last dime to go to a motion picture. In fact, Max Knepper reports that relief officials of an Ohio county investigated a number of cases where families on charity were selling part of their fuel to attend the picture show. Yet, in spite of the common addiction to the "movies," there is a growing resentment to the type of motion pictures that are being regularly produced. Thinking people are finally coming to the realization that of the four hundred or more major features produced every year not more than ten or twelve can be rated as excellent. On all sides the plea is heard: "How can we select and attend only the better motion pictures?"

The public resorts too often to sources of propaganda to select the motion pictures they wish to see. Hollywood, in its complete control of the industry, has almost completely succeeded in controlling and molding public attitudes toward its film products. The studios have made their stars public heroes and idols, for well they know that hero worship is an American institution that is literally worth millions to the producers as well as the stars themselves. Their success has been phenomenal—only in America can you find such wild exaltation of prizefighters and cinema actors. As far as public adulation is concerned, the motion picture stars, with the possible exception of athletes, prizefighters, and the Corrigan, have little competition. It is indeed a reflection upon the American public.

It is a well-known fact that the motion picture has driven into financial inconsequence the legitimate stage and stock companies. Literally thousands of young people of the present day have never seen a worthy stage production. Instead, they see during the course of a year perhaps three or four first rate film productions and dozens of cheap, second rate pictures. As a result, the average young person cannot distinguish between good and bad taste in drama, because the motion picture—the only thing he knows—is not art. It is merely an assembled group of stereotypes which, when put together properly, create an illusion. Likewise, he cannot distinguish between good and bad cinemas. M.G.M., the billion dollar productions, and the glamorous stars completely blind the ordinary spectator into an uncritical lethargy.

Hollywood has offended about every class and group of people possible. Its salacious products have antagonized the church and

GRANT W. RASMUSSEN

*Provo High School,
Provo, Utah*

other moral groups. The parent-teacher organizations throughout the country have time and time again protested against the output of the film colony. Dishonest and oppressive commercial dealings have alienated independent exhibitors, and more recently "block booking" has been forced upon the public. Under this system a motion picture exhibitor must sign for fifteen or more third rate pictures if he wishes to show one really fine film. Hollywood has thus persistently refused to recognize any variety of ethics, whether moral, commercial, or artistic.

The motion picture is undoubtedly one of the greatest instruments the civilized world possesses for the diffusion of art and culture among the masses. Yet, in spite of its potential powers, the liberal *Nation* magazine claims that the motion picture is "the most completely sex soaked form of amusement ever provided to any society." So prevalent are the sex and crime pictures that European fans almost universally regard America as a nation of millionaires, racketeers, and drunken, sensual louts. Naturally, the effect upon youth and the unthinking public is disastrous. They have come to believe that all smart people are risqué, dashing, immoral. On these grounds, the public schools of America should voice their objections to Hollywood.

Up to date, the film industry has completely ignored all criticism and attempts to improve the quality of their product. Nothing less than federal control of the motion picture could interfere with their complacency, and, for many reasons, federal regulation is probably not the best solution. There is only one way to attack Hollywood and that is through the box office. If the public really wants a better quality of picture, they should be taught the comparatively simple technique of selecting the best. They should also be encouraged to attend only the first rate productions. Obviously, as soon as Hollywood discovers their second rate pictures are financial failures, they will soon come to terms.

In regard to public education, the schools can do an incomparable service to the community and the nation. In an attempt to make some contribution to this urgent need, a Motion Picture Enjoyment Club has been organized in the Provo (Utah) High School. Each English class in the school includes motion picture appreciation as part of its course

of study, but because of the already crowded English curriculum, too much time cannot be devoted to the movie study. The club therefore attempts to continue the discussions and standards outlined in regular class discussion. Representative members are organized into a club whose function is to guide and mould the motion picture tastes of an entire school and community.

The club, under the guidance of a competent teacher, studies the comparative merits of every film production before they are shown in the city of Provo. This study is successfully accomplished before the pictures are shown at local theatres by a careful consideration of the *Motion Picture Review Digest*, a periodical that regularly publishes reviews of film criticisms from all trade papers, magazines, and newspapers. The aim of the study is, of course, to predict beforehand whether or not a motion picture is worth seeing.

Information about all current cinema productions is then posted by members of the club on a bulletin board. Every student in the school consults the bulletin before attending the theatre. The students often carry the information to the home so that members of their families may become a bit more selective in theatre patronage. As an additional part of their training, members of the club appear before women's clubs, church organizations, and other civic groups in an effort to extend their better movie efforts into the community.

Obviously, the greater part of all material written about Hollywood and the films is absolute propaganda that comes directly from the officials of the film colony. Even the newspaper gossip writers, despite the reputed power of the press, depend upon the good will of the studios. Practically all of the motion picture magazines that fill the drug store and news-stand counters are managed and operated by the studios themselves and only tend to dupe their readers into more adulation of Hollywood and its supposed glamour. There are very few publications whose comments are reliable, and the students of the Motion Picture Appreciation Club of Provo High School are taught to distinguish between propaganda and reliable, intelligent, and critical writing.

The motion picture is a powerful weapon that can be used for good or harmful consequences. The film producer like the firearm manufacturer is engaged in a business enterprise and is eager to dispose of his products. In their eagerness to make money, the film producer and the firearms manufacturer often fail to consider the harmful effects their products might have upon society. Fortunately, law and ethics control the use of firearms, but, as yet, the cinemas are unrestricted. Surely, an instrument so powerful as the mo-

tion picture should be a tool used primarily for social and moral betterment. A motion picture appreciation club organized in every school throughout the nation could correct this deplorable situation and bring reform into an industry that up to date has ignored all criticism.

Conclusions on Junior High School Home Rooms

C. MILDRED ARBURN

*Junior High School Teacher,
Oakland City, Indiana*

CONCLUSIONS drawn from this study are made with an awareness of the fact that the home room plan for the junior high school grades is in its infancy, or we may say adolescent period.

The Home Room Period and Home Room Sponsor. We find there is a great variety in number of minutes given to the home room period in junior high school. The period varies in length from ten to sixty minutes. The number of periods in a week varies from everyday, or five-days-a-week, to once-every-two-weeks. Thirty minutes is the average length of period. To serve as counselor or sponsor for one year is most common; however, the study shows that there are home room counselors acting for periods of from one semester to three years.

Activities, Programs and Teacher Exchange. There is need for more pupil participation in the home room programs and activities. This is being encouraged by various kinds of committees. More kinds of activities and programs are being introduced, as teachers and pupils become familiar with the plan. There is clear evidence of the need for teacher exchange of home room ideas. Many activities, programs, and games were suggested by the one hundred teachers participating in this study. They hoped to get new ideas in exchange for their contributions. Perhaps the publication of this article may help them.

Good Citizenship. All of the rooms are systematically organized and most of their meetings are conducted according to *Robert's Rules of Order*. The officers are elected as needed, but each semester seems customary. In most of the home rooms individual grades, personal guidance, advance registration, honor systems, and self-government are discussed in a democratic give-and-take fashion. Thus does the home room become a field for pupils' objective training in the practice of good citizenship.

Development of Personality Traits. Thrift, hobbies, good manners, obedience, reliability, and personality have become interesting top-

ics for programs and activities in the great majority of these one hundred home rooms. There is evidence of objective training in these traits, particularly in good sportsmanship.

Safety. Safety education appears prominently in this study. Much is being done about traffic rules, first aid, safety rules for playground, fire prevention, and care of public buildings.

Moral Training in a Successful Home Room. Social co-operation appears prominently in all the questionnaire reports. This, of course, involves loyalty, duty, honesty, morals or character, courtesy, and respect for the rights of the individual and the group.

Personal Appearance and Health. Eighty-five per cent of the home rooms are stressing personal appearance, and one hundred per cent are stressing respect for individuals. Personal hygiene and health are being taught in the home room, but not so extensively.

Home Room Supplements and Complements Classroom. Neither the home room nor any other extra-curricular activity need overlap the work of the regular classroom. In fact, the home room affords an opportunity to bring to

(Continued on page 184)

Affirmative Rebuttal Plans

(Continued from page 160)

base their arguments against government ownership upon the relatively short period of federal operation of the railroads during the war. It is the contention of the affirmative that any such procedure does not give a fair estimate of the effectiveness of government ownership and operation of the railroads during ordinary peace times.

The affirmative are not attempting to place the period of government operation of the railroads upon display as a shining example of the efficiency of the proposed governmental transportation system. We are willing to admit that it was not a success and that in all probability private ownership would be superior to a system as inefficient as was government operation during the World War.

The contention of the affirmative is that the war-time experience of the government in railroad operation was not within itself evidence of what the government could do in ordinary peace time. We can best state our stand upon this point by quoting the exact statement of Walker D. Hines who was Director General of the Railroads during the war. Speaking upon this exact point he said, "The war-time experiment with federal management showed the economic burdens and dislocations caused by war, but it threw no reliable light upon the merits or demerits of government ownership and operation in time of peace."

The only conclusion that we are able to reach in regard to the war period of railroad operation is that during this period the railroads were pressed to the limit to provide for the extra-ordinary demands of war-time traffic, and that speed in transit was more important than the ability of the railroads to earn profits. Since the conditions under which the railroads were operated during the war were so extraordinary we do not feel that future government ownership and operation should be judged by the standards set during the period of war operation.

Negative Argument. We challenge the affirmative to present the name of any person that has really studied railroad problems who favors government ownership and operation. We do not believe that real students of railroad problems are in favor of the proposition.

Affirmative Refutation. The negative debaters have challenged the affirmative team to present any real railroad authority who favors government ownership and operation of the railroads. To meet this challenge we present Commissioner Joseph B. Eastman of the Interstate Commerce Commission. It has been said of Commissioner Eastman that he was more interested in his work than he was in a career and it is a well-known fact that he is probably the best informed person in the

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country today upon the problems of the railroads.

In 1934 Commissioner Eastman submitted a "tentative plan" for the public ownership and operation of the railroads at some specific time in the future. It called for a federal corporation to be known as the United States Railways. The "USR" would be managed by a board of five or seven trustees appointed by the President, and would acquire ownership of the railroads of the country by exchanging bonds of the government for the bonds of railroad companies.

Our negative opponents have challenged us to point out one important student of railroad problems who favors government ownership. We have pointed out Commissioner Eastman, and even gone so far as to give the plan proposed by Mr. Eastman in detail.

Negative Argument. Government ownership and operation of the railroads would create a condition in which it would be practically impossible to effect major changes for the better in railroad management.

Affirmative Refutation. The negative have attacked government ownership and operation of the railroads because they say that it will stifle initiative and we will not have any new developments in railroading. We feel that this argument is merely a case of the pot calling the kettle black. If there is any one place where initiative is stifled and where change never happens it is in the management of the large railroads today. These large railroads did not adopt the two-cent fare until they had put up a strenuous fight and were practically forced to make the change by public opinion.

In fact the one experiment that we have had with government operation of the railroads brought with it many improvements within a short period of time that the executives under private ownership were afraid to inaugurate. Under government operation such changes in management as store door delivery, increased demurrage rates to hasten the unloading of freight cars, a zone plan to avoid cross-shipment of bituminous coal, and a "sailing day plan" which would allow a partial car shipment on certain days and so encourage full car shipments, were initiated.

These improvements that came in with government operation of the railroads during the war had been needed for a long time. They did not come, however, until the government took over the railroads. We feel that this should be proof that we can expect more improvements in service and more initiative under a system of government ownership and operation of the railroads than we can under the bureaucratic systems of our large railroad managements.

Negative Argument. Private railroad enterprise will be able to solve the problems of the railroads without the adoption of a sys-

tem of government ownership and operation.

Affirmative Refutation. The negative believe that the railroads under private ownership will be able to solve their problems without the adoption of government ownership. We need merely to look at conditions in Canada to see that this is not the case.

In Canada under private ownership the roads were inefficiently planned. When the government had to take them over, a great amount of planning was necessary to make the roads so that they could serve the Canadian public in an efficient manner. This had not been done under the system of private ownership. In the United States conditions are in much the same condition. Misjudgment in construction and operation of many roads has led them into bankruptcy. They will not be able to continue as private enterprises, and the government will soon have to take them over. If the government takes over only the bankrupt little railroads it will have to sustain a heavy national loss on their operation in order to render service to the people served by these bankrupt roads. If the government takes over all of the railroads it can develop a large integrated system and may be able to cut the deficits of the railroads down until they are really nominal as is the case in the Post Office.

We can see that private ownership cannot continue to operate the 32 per cent of the railroads now in bankruptcy. Government ownership must take them over, but even then the problem will not be solved. The real solution will come only when we are willing to adopt a complete system of government ownership and operation of all railroads.

Negative Argument. The bad financial condition of the railroads today is due to conditions over which the railroads have had no control.

Affirmative Refutation. The negative are trying to defend the railroads today by saying that their present bad condition is due to conditions over which they had no control. An analysis of their condition will show that they have "rifled the past and mortgaged the future." In the past huge profits have been made out of the railroads and this brought on strict regulation of the railroads throughout the country. No provision was made for the future. As long as the country kept growing and traffic kept increasing everything was all right. When the period of development came to an end, and the motor car and truck took the railroads' business this lack of provision for the future became a serious problem.

We can very easily see that the present serious financial conditions of the railroads can be charged to the greedy management of the railroads in the past and in their inability to plan for the future changes that would come in railroad management.

News Notes and Comments

December Front Cover

A scene from "The First Christmas," a shadow play presented by the Fairmount Junior High School, Cleveland, Ohio; puppets and puppet stage constructed and furnished by the third grade of Eugene Field School, Columbia, Missouri; and the cast of the tragic opera, "Dido and Aeneas," presented by the music and art departments of the John C. Fremont High School, Los Angeles, California.

The student self government movement has the active support of the National Education Association which has recently published a booklet, *Student Self Government*, by Richard Welling, chairman of the National Self Government Committee.

This booklet traces the history of self government from the time of Aristotle and gives suggestions for developing student activities in the elementary school, high school and college.

Here is a bit of "horse sense" offered by the Mid-West Printing Company of Tulsa, Oklahoma:

"You have a dollar; I have a dollar. We swap. Now you have my dollar, I have your dollar. We are no better off.

"You have an idea. I have an idea. We swap. Now you have two ideas, and I have two ideas; both are richer. What you gave you have. What I got, you did not lose."—*Journal of Florida Education Association*.

New Slant on Imitation

"Imitation may be a sincere form of flattery, but in school journalism it usually leads to sterility."—Donald E. Brown, "The Good and the Bad in Columns and Allied Feature Material," November, 1938, *School Press Review*.

The three scenes shown below—the Shepherds, Nativity, and Angel Chorus—are from the tableau, "The Nativity," presented at the Lee School, Tulsa, under the direction of Mrs.

Pauline H. Beall. Appropriate music helped to make this an impressive event.

At John Marshall High School, Richmond, Virginia, a school library club of more than forty members supplies the school librarian with assistants for every phase of her work.

Policy on Amateurism

The word "amateur" has been dropped from the Milwaukee Municipal Athletic Association. This was done after much analysis, study, and deliberation.

The omission of the word amateur by no means indicates that the Milwaukee Public Schools Recreation Department has lowered its standards regarding amateurism. It does not mean that professionalism or semi-professionalism is advocated or encouraged. On the contrary the move was made to protect amateurism from the hypocrisy and deceit to which it is often subjected.

The department condemns as much as ever the payment of players, but no longer wishes to make it possible or necessary for such players to deceitfully cover themselves with the cloak of amateurism. A backer paying players now becomes an employer and carries certain responsibilities in case of injury.

A player himself now carries the responsibility for the protection of his amateur standing. To help him do so the Recreation Department co-operates by supplying him with a backers' pledge card.—*Journal of Physical Education*.

During the week of October 15th, eight thousand farm boys met in Kansas City, Missouri, at the twelfth annual convention of the Future Farmers of America.

The schools of Lytle, Texas, according to press reports, have abandoned grades and formal subject matter, and are proceeding on the theory that pupils will profit more by seeking self-improvement than by working for grades and college entrance requirements.



The experiment in which Supt. Tom B. Blackwell is leading will be watched with keen interest by school people everywhere.—*Texas Outlook*.

Fourteen states were represented at the Southern Association of Student Government at Charleston, West Virginia. Six states were represented at the Central States Student Council Congress at Ponca City, Oklahoma.

A number of educational journals have quoted from and made favorable comments upon C. C. Harvey's "Activities and Projects of Student Councils," which appeared in the September number of *SCHOOL ACTIVITIES*.

The School Auditorium as a Theater is the title of a fifty-page booklet by Alice Barrows and Lee Simpson, published by the Office of Education of the United States Department of the Interior.

List of Educational Periodicals

America's Educational Press, the Fifteenth Yearbook of the Educational Press Association of America, containing a classified list of educational periodicals, which lists more than 500 educational magazines under 43 classifications, is for sale by the Educational Press Association of America, 1201 Sixteenth Street, N.W., Washington, D.C.

Weaknesses of the Home Room

Miss Ruby Ferguson of the Roosevelt High School, San Jose, recently completed an extensive examination of the home room. She found that the most frequently mentioned objections are that it is inadequately provided for, ineffectively planned, and unsupervised. Its individual program is indefinite, its sponsors often poorly chosen and over-worked, its purpose as a participating unit of the school undefined and obscure. Her conclusions follow:

1. There is a widespread dissatisfaction among teachers and administrators with the functioning of the full period, daily home room.
2. Modifications now in progress range from efforts to improve the methodology and use of materials in the full-time home room to various changes in the placement, length, and frequency of meeting of the group.
3. There has been, in many instances, a complete abandonment of the period in favor of an enriched and decentralized guidance and activity program. This procedure has certain disadvantages: an unbroken program of group guidance with a tried and trusted counselor is improbable; there is some danger of loss of interest in guidance on the part

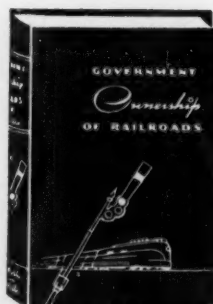
of those teachers who are not associated with the guidance program.

4. On the whole, individual guidance is being administered more satisfactorily by teacher-counselors who have been given definite time for it. Also, this method eliminates the disinterested home room teacher, who often has done more harm than good.

5. It is as yet too early in the course of these changes to prophesy which will be the accepted procedure. It is probable that practice may continue to vary with the needs of the school in question.

6. It is reasonable to surmise that, in the light of the present readjustments, no future educator who wishes to establish himself as a scientific administrator will be satisfied with the former ineffectually planned organization of the home room.—*California Journal of Secondary Education*.

Prof. Howard Y. McClusky, University of Michigan: "If we don't like a kid because he's from the wrong side of the railroad tracks, because he doesn't come from the right family, or because we don't like his brothers and sisters, then any measure we use to control him will be resented. We merely crystallize his obstinacy."



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Questions from the Floor

BY THE EDITOR

- Should students who are failing be permitted to participate in intramural athletics? HASKELL NEWMAN, South Pittsburgh, Tenn.

In general, yes. We can see no logic in distinguishing between an intramural athletic program and such other intramural programs as assembly, class, club, and home room activities, etc., for which scholastic eligibility, except in unusual instances in which it is obviously to the advantage of the student not to participate, are required.

However, we can see a difference between intramural and interscholastic activities. Probably all schools require eligibility as a prerequisite to participation in interscholastic athletics, but few require it for participation in such other public presentations as concerts, programs, contests, and dramatics. To our way of thinking, scholastic eligibility requirements are as logical for such participation as they are for interscholastic athletics.

- In a high school dramatics program much time and extensive training are devoted to a few individual students for the old elocution type of declamatory contests. Is there any justification for this practice? KATIE GONNERMAN, Hopkinton, Iowa.

It is also true that much time and extensive training are devoted to the few individuals who play football, debate, sing in the chorus, serve as officers of home rooms and other groups, write for the school paper, and play in the band. And it is just as reasonable that the student who has an interest in declamatory speaking should have opportunity to capitalize and develop it.

The question of whether dramatics-program time could be better invested than in the "old elocution type of declamatory contests" can probably be answered satisfactorily only on the basis of the individual participants and their needs. For some, it might be more profitable to elocute than to dramatize; for others, it might not be. Although "elocution" has been largely replaced by snappier forms of public presentation, yet for some students and in some settings it probably still has educative values—perhaps even as many as some of the belly-laugh-producing-low-grade-farce public shows usually included in the schools' dramatic schedules.

- Considering the limited number of students participating, do extra-curricular activities such as dramatics, athletics, assembly programs, etc., contribute enough to the school

and community to justify their subsidization by the board of education? WILLARD O. EVERS, Joppa, Ill.

Yes. Keep in mind that the board has already subsidized all activities to a considerable extent. It has furnished school time, equipment—auditorium, stage settings, musical instruments, athletic field, gymnasium, etc., and supervision—teachers', coaches' and administrators' co-operation. The necessary additional financial support is relatively small in comparison with these items, and providing it is as reasonable and justifiable as providing for these other major items. As we have suggested often in this magazine, if an activity is educative, it should be provided for, completely, by the board; if it is not educative, it should be replaced by something that is.

- Should dues be used to finance a club? RUTH STREET, Marshall, Texas.

We believe not, for two reasons: (1) if dues are large enough to be of any real help they will, in all likelihood, prevent deserving students from belonging; and (2) if they are small enough to cause no individual hardship or embarrassment they will, quite likely, total only a negligible amount. Obviously, the setting of dues in order to restrict membership and thus make for "exclusiveness," should not be countenanced for an instant.

Special assessments, for parties, picnics and similar social events, and for books, supplies, materials, and equipment, may occasionally be necessary and, provided they are not too large, may be justifiable, but regular fees and dues are hardly advisable.

- If a boy or girl is a member of an athletic team should he or she be excused from physical education classes? M. E. WHITSON, Obion, Tenn.

The usual procedure is to excuse a team member during the season of the particular sport. The athlete, in his practice and games during this period, probably receives all of the physical exercise he needs. Doubling the amount would certainly not double the benefits to him either as a class member or as a team member.

- What has been the success of legislative action toward high school fraternities? R. H. BROTHERTON, Stuttgart, Ark.

Although it would be difficult to give a very definite answer to this question, yet it is very

easy to point out that there is no doubt but that legislative action has helped to eliminate fraternities in many schools, (1) directly, by making them illegal, and (2) indirectly, by branding them as undesirable. In more than one state the fraternities have carried their cases to the Supreme Court, and in one instance, to the United States Supreme Court—but they have never won. The publicity attendant to both legislation and court trials has been very helpful in stigmatizing these organizations.

Probably the most effective methods of exterminating high school fraternities have been: (1) the offering of clear and incontrovertible evidence of their unwholesome influence on school and student life; (2) developing a disapproval by a large majority of the students and patrons of the school; (3) enlisting the help of the members themselves; and (4) developing a constructive substitutionary program.

Quite naturally, the community, as well as the school itself, must be educated to see the detrimental effects of the fraternity. Legislation is worthless unless it is enforced—and it will not be enforced unless the local community demands it.

- *Should the high school graduation program include an outside speaker?* W. A. McMURRAY, Lexington, Ala.

The graduation exercise is the most important single educational event in the community in the entire year, and whatever contributes substantially to making it just this, irrespective of whether it originates inside or outside the school, is well worth-while.

Many schools have gotten away from the outside speaker arrangement, and for such reasons as: desiring to honor student speakers, demonstrating the modern idea of student participation, using new types of programs—exhibition, survey, dramatization, etc., the difficulty in obtaining suitable outside speakers, and the expense incurred.

It is our humble opinion that, although he may not be essential to the success of a graduation program, an outside speaker may contribute substantially if he is (1) carefully selected, (2) limited in time, and (3) restricted as to topic.

A competent educator-speaker represents the most profitable investment. Politicians, lawyers, ministers, physicians, entertainers, professional speakers, and others may represent competency in speaking, but rarely do they represent competency in education. An address on politics, law, medicine, religion, international affairs, poetry, art, science, etc., is out of place on the program. This event concerns education.

- *Should the medical fee be included in the general activity fee?* LIZABETH PARDOM, State Teachers College, Farmville, Fla.

Irrespective of whether this refers to a physical education class, intramural or interscholastic athletics examination fee, our answer would be the same—No.

The school examines all students mentally, directly or indirectly, and then assigns them to suitable classes or groups in which they can best benefit. And it does not charge them for this examination. There is no difference between this type of examination and assignment and that in which students are studied and assigned to suitable physical class, intramural or interscholastic athletic activities, and refusing permission for activities that might be harmful. Therefore we believe that it, too, should be a school expense.

Incidentally, most schools now provide for the uniform physical examination of athletes by one physician (1) for efficiency's sake and (2) to forestall participation by any student whose family physician—probably little experienced in examining athletes—has been high-pressured or otherwise induced to sign a certificate of fitness.

- *Should the student treasurer for all extra-curricular activities be appointed or elected to the position?* ORAL W. SPURGEON, Bland, Mo.

There are good arguments for and against both procedures. Perhaps, provided all nominees in the elective plan have qualified under a very strict set of requirements concerning integrity and business training and experience, one procedure is about as appropriate as the other. However, if election is based on mere popularity, appointment is preferable. Incidentally, a central treasurer, whether teacher or student, should be suitably bonded. This represents both protection and good business practice.

Although it is beside the point of the question to suggest it, we favor a teacher, not a student, central treasurer.

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How We Do It

C. E. ERICKSON, *Department Editor*

Service Through Pupil Activities

The majority of schools are in need of many more service motivated organizations. There is probably a close correlation between a pupil's interest in the school and his opportunities for serving the school. Too much of our school program is keyed to selfish interests. Pupil activities represent a legitimate and flexible manner for boys and girls to club together to promote larger school ventures. This is a desirable season of the year to stress the responsibilities and opportunities of pupils to help develop a better school.

Increasingly, this department is receiving descriptions of unusually worth-while projects. Keep them coming. In the best sense of the word, this department belongs to the readers.

No Room for the Christmas Program!

EDITH BUNCH, *Supervisor of Music, Elementary Schools, Emporia, Kansas*

Perhaps your building, like some of ours, has no auditorium. Perhaps you have wished, as we had, that you might have a real Christmas program and perhaps you have said, as we said, "What can be done in a building like this?" Possibly this account of "how we do it" will be of help to someone.

The Maynard Elementary School building in Emporia, Kansas, is really an old-fashioned one with ten rooms on two floors and in a basement. The four rooms on the first floor are built around a hall which will accommodate about two hundred folding chairs. Two side stairways lead to rather spacious landings on either side of the hall and on up to the second floor. Another wide stairway leads down to a ground floor landing and on down to a basement room.

For several years we have had a five o'clock vesper service for Christmas, which the parents seem to appreciate, which we feel is quite effective and worth-while to the pupils, and which really requires little formal rehearsal.

While our plan varies to some extent from year to year, an account of last year's program will give an idea of what we do.

We used five choirs of children. The kindergarten and first grade singers were seated back in one of the rooms off the lower hall where the audience was seated. A choir from grades two and three was seated on one of the landings mentioned above, and the fourth

and fifth grade group was on the opposite landing. A group of sixth grade children, whom we called the hidden choir, was seated in the second floor hall. Another sixth grade group was in the basement, dressed in white vestments ready to form a processional choir. The children chosen for these groups were those who can really sing. There are times when all children, regardless of ability, sing, but for this special program we feel justified in selecting voices. None of the children were visible to the audience except those in the processional choir as they came up the steps and took their places in a balcony facing the audience. (This incidentally is ordinarily a store room for supplies.)

A choral reading group, directed by one who has had special training in that work, was seated back in one of the rooms from which they could be heard but not seen.

The building had been attractively and appropriately decorated by the art teacher and her classes. Christmas scenes, stained glass window effects, and lighted candles helped to create an atmosphere. We have succeeded in building up a very nice attitude on the part of parents and children. The audience assembles and leaves with little or no talking, and there is never any applause.

Last year the program opened with the playing of a record of Christmas music from the second floor. The processional choir started singing immediately (from the basement) and came up to their places. Then, with no announcement or delay, carols were sung by first one choir, then another, with the choral readers bringing in the scripture story at appropriate intervals. All singing was done unaccompanied. Each group was in charge of a teacher who had her pitch pipe and who could direct the group. The program, which lasted a little over thirty minutes, closed with the recessional of the vested choir, followed immediately by the singing of Silent Night by the hidden choir.

It is quite easy to imagine a program which would give more opportunity for development of leadership and initiative among the children and teachers. It is quite easy to imagine one which would be more amusing and entertaining. However, since the Christmas season becomes more and more hurried from year to year it seems quite appropriate to have, if possible, a Christmas program which is quiet and restful and which requires little stress and strain to prepare. This type of program seems to fill such a need quite adequately.

Professor Quiz Basketball Assembly

WILBUR DALZELL, *Athletic Director,
Dubuque High School, Dubuque, Iowa*

It has been the policy of our high school athletic department to educate the student body about athletics through assemblies. Attempts have been made in football, basketball and track. This year a new type of basketball assembly was tried.

Copying a particular type of radio program, "True or False" and "Professor Quiz," an assembly was developed featuring basketball. The stage was set as a radio broadcasting room. The student body and faculty were assembled in the auditorium. On the stage a score keeper and time keeper were seated at a table. A microphone was used with a loud speaker hook-up. The teams consisted of a boy and girl from each of the three classes. Each contestant in turn was asked a question and graded on a basis of ten, for a perfect answer without any help or hints from the professor. In all, each contestant was asked eight questions. The time keeper allowed fifteen seconds for an answer. After that length of time a gong sounded, in true radio fashion.

A certain amount of advertising was also used. This consisted of comments on the games to be played within the next two weeks, entertainment to be offered at the half of the games, the selection of officials, and a few remarks upon behavior at games.

Four groups of questions were used. Group A included questions on the personnel of this year's varsity and sophomore teams, their coaches, and their records to date. Group B contained twelve terms common to basketball. Each contestant had a chance to explain two of these. Group C was the hardest for most of the contestants. In this group the contestant assumed the role of official and was asked what to do under different situations that come up on the basketball floor. Knowledge of rules was of fundamental importance in answering. Questions regarding eligibility and sportsmanship made up the last group of the contest.

Each person in the auditorium was asked to take part in the contest at least mentally just the same as most people do when listening to such a radio broadcast. The professor in charge gave the correct answer in case the contestant missed.

None of the six contestants was on the basketball squad, and none had been told the questions that he might be asked. A senior boy won first prize while a junior girl was second. If results could be measured by interest in the audience, the assembly was a suc-

cess. Students and faculty left the auditorium talking basketball.

Home Games Activity

PAUL J. SWEENEY, *Sheboygan Public
Schools, Sheboygan, Wisconsin*

The three general purposes of all club activities organized in the South Side Junior High School at Sheboygan, Wisconsin, are: to develop pupils socially and intellectually and to help them use their leisure time profitably.

Our Home Games Club is organized principally to develop sociability and to increase the proper use of leisure time. Too many boys and girls have no money or too little money to spend on amusements and, as a result, spend most of their time on street corners, in places and with crowds that are not conducive to their best development socially, mentally, physically, and emotionally.


In organizing home games activity, our fundamental purpose was to revive some of the old games, almost forgotten or completely forgotten, and have these games take the place of frequently unoccupied time or unprofitably spent time.

In organizing this club, the choice was made optional for seventh, eighth, and ninth grade pupils. They were allowed to choose, with guidance, the games which they would like to learn. However, most games were suggested by the sponsor, as most of the children were not familiar enough with some of the older games to know whether or not they would be interested in learning how to play them. Some of the games taught were: Mill, Chinese Checkers, Pounce, and various kinds of Rummy; where it was necessary to have materials which could be made by the pupils,

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they were allowed to plan and produce them from school materials. Where cards were necessary equipment, each pupil brought his own, if possible. Occasionally a day was turned over to free play when pupils grouped themselves as they wished and played a favorite game or learned a new one.

There was no attempt to develop expertness at any one game, but the plan was to introduce as many games as possible and have the children understand the rules and be able to play the game before introducing a new one.

It is our feeling that the club proved very successful from a standpoint of interest shown, demand for the club, development of sociability, desire for self-assertion, willingness to co-operate, and the inquiries as to whether there would be another club this year.

Whether the club served its purpose in helping pupils to desire a more favorable expenditure of leisure time, I cannot determine, but from the attitude shown by those who were members, I should judge that it did serve its purpose.

A Flower and Vegetable Exhibit

ELIZABETH WILLIAMS, *James Monroe School, South Bend, Indiana*

A garden project, sponsored by the science department, is carried on annually at the James Monroe School. It begins early in September when the seed order is placed. The seeds usually arrive in January but are held until the first of March when the sale begins. It is conducted on a percentage basis.

Boxes of seeds are given to each sponsor-teacher, and she in turn distributes these to the pupils wishing to sell. Neighbors, friends and relatives, near and far, are solicited. For every box sold, the lucky boy or girl receives a reward—usually a large package of very choice seeds. In addition to this, each sponsor-room receives a per cent of its sales, the money to be used as desired.

As spring weather approaches, garden plans are discussed. Each child is encouraged to have, if possible, a small garden plot of his own.

Preparation of the soil, correct planting of the different kinds of seeds, and necessary care of plants during the summer, are points considered.

Several packages of seeds, usually tomatoes, zinnias, and marigolds are planted in the indoor school garden. The plants thus raised are ready for distribution among the pupils during the last weeks of school. This often serves as an encouragement to children who might not otherwise be interested.

The idea of cultivating flowers and vegetables to make each home more beautiful, as well as to add to the attractiveness of the entire school district, is stressed.

The culmination of the project is reached in the fall during the second week of school. On the appointed day, the children bring their flowers and vegetables to the science room where they are arranged attractively on tables.

Preceding the exhibit there is a discussion of proper flower arrangement, the kinds of vases to be used, and the best way of showing vegetables. Each year's exhibit has shown improvement in these points.

One of the prettiest and most interesting phases of the exhibit is the display of variegated gourds. This year one pupil brought his gourds made up into an ornamental piece for the wall. Last year several children sold their gourds for decorative purposes.

Judges award ribbon prizes. Sometime during the day each class in the building visits the exhibit. In the afternoon ice cream bars are sold to all visitors and this money becomes the Science Fund for the ensuing year.

The objectives in this project are: (1) to encourage pupils to have pride in their own homes; (2) to establish a healthful and worthwhile interest in growing things; (3) to introduce a fine hobby—that of gardening.

The Hoofprints' Club of Sullins College

MARIE HUNT STEVENS, *Sullins College, Bristol, Virginia*

Membership in the Hoofprints' Club is open to any one taking riding at Sullins College, and it is apparent that there are many horse-minded girls, for the membership has grown to 170. This is a fifty per cent increase since its organization two years ago.

The purpose and aims of the clubs are best summarized in Article I of the Constitution: "The object of this club is to promote and

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stimulate interest in group riding and to be of value to those wishing to improve their horsemanship."

This objective is attained by the active participation of all its members in organized activities, such as: an all-day ride sponsored once a month, which may be in the form of a picnic supper, a moonlight or a breakfast ride; a party, held twice a month in the club house; regular monthly meetings, at which a program of entertainment is given; a horse show, held once a year; and a scrapbook or riding log, which is kept from year to year.

The following is the Foreword of the Log, which was written by a group of girls:

"With the founding of the Hoofprints' Club in March, 1938, the members showed such enthusiasm over the rules, the purpose, and the pins of the clubs, that it was decided to have a permanent record kept of yearly activities. Each year a chairman and committee are chosen to supervise the contributions.

"By leaving some picture of the fun on moonlight rides, all-day jaunts, and glorious breakfast rides, by writing a little of what we do, and what we have done; and by leaving a concrete proof that we existed, we hope to leave our hoofprints across the trail of this book. Thus we present to the girls who are interested in riding the Hoofprints' Log."

By learning the art of equitation one has the satisfaction of having accomplished something, and has also shown the ability of being able to follow through. Self-confidence, physical grace, patience, self-control, concentration, perseverance, sportsmanship, horsemanship, and the love and care for animals, are all qualities which may be acquired in riding.

School spirit, friendships, and hobbies, which may be carried over into life, are formed—by writing club songs and poems, working on the scrapbook, planning club programs, and running the horse show. Participation in these activities develops the ability of leadership and brings out talents.

Student Property Protection Council

ROY W. NOLTE, *Principal, Clinton High School, Clinton, Missouri*

The Student Property Protection Council, a student organization, was created for the purpose of trying to lessen thievery among high school students, and to teach pupils to take better care of their personal school property.

While thievery was probably no worse in the Clinton High School than in many other high schools, it had reached a place where the students were concerned about it. Some of the student leaders, with several of the

faculty, worked out a tentative plan. The high school classes met separately, discussed the plan and expressed a willingness to try it. That was six years ago.

The original plan of organization has never been changed. Each class is represented on the council: the juniors and seniors have four representatives each, and the freshman and sophomore classes have two representatives each. Half of these students are elected by their classes and the faculty select the others. There are as many boys as girls on the council.

Each year the council is reorganized; new members are chosen and officers are elected. A student once selected for membership on the council retains membership during his entire school life.

The council has no regular meeting time. When a lost article is reported to a member or to the principal, the group is called together. The success of the work depends upon the co-operation the council receives from the student body. While most of the students do not like to "tattle" to a teacher, they will go to one of their own classmates on the council with information. Also, the idea is held up to the students that they are not merely trying to find a person guilty of theft and punish him, but they are trying to help him by showing him wherein he has done wrong.

Sometimes the principal meets with the groups; sometimes the group meets alone with the culprit. Several weeks may pass without a meeting or the business may be taken care of by a few of the members without a called meeting. Members do not discuss their work outside the meeting room. Many losses reported are found to be the results of carelessness instead of thefts.

Each year the council members sponsor an assembly program, explain their work, and suggest ways of better caring for the students' personal property as well as the school property.

The organization has not been perfect, but it has done good work in lessening thievery in the school, and it has taught the pupils to take better care of their school property.

"Nor do I call pleasures idleness, or time lost provided they are the pleasures of a rational being."—Lord Chesterfield.



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Stunts and Program Material

MARY M. BAIR, *Department Editor*

Short Shorts

Scenes from the life of Clara Harlowe Barton, founder of the American Red Cross. Contrast the Red Cross service of Miss Barton's time with that of today. Short talks, scenes or impersonations showing the fields, other than that of war, where Red Cross now helps the needy.

A short history of forefathers day. A scene showing these forefathers in conversation concerning their dreams and hopes for the future of that which is now the United States. A short epilogue could be read by the Spirit of 1939 and even this could show why we should all be grateful for citizenship in these United States.

Show a small boy who wants more than anything else to play the violin but has no instrument on which to learn. He falls asleep over his studies and in his dream he sees Antonio Stradivarius making a violin. Just as the dream fades a visitor from "The Helping Hand" slips in with a Christmas basket on top of which is a real violin for the boy. The scene may show the boy awakening or he may remain asleep. The main thing is to portray a true and beautiful picture of the boy's love of music and Stradivarius' love of the instrument.

Various departments in the school showing the numerous Alfred Bernhard Nobel prize awards as related to chemistry, physiology, medicine, physics, literature and peace. An interesting climax could be concerning a disturbance over a certain 1939 award. Look it up.

Scenes or skits to show what trends are indicative of possible developments of the school of tomorrow. Research in this will be valuable to those students who choose this particular feature for their part of a program.

Original Christmas stories. The audience to vote upon the best story, a prize to be awarded.

Select three short plays with Christmas as the theme. A comedy, a tragedy, and a farce should make up the program. Preceding each play have the director explain that particular type of drama about to be acted. Then when the plays are finished take a vote to ascertain which type of drama is most popular. Call for volunteers to tell why they prefer certain types of play and certain types of character.

A program of dialects. Remember that before one can read any dialect successfully one

must first study it. And before one can truthfully study any dialect one must attain an intimate understanding of the kind of person who speaks it. If students will choose the type of dialect to be read, and follow the study sincerely, they will not only become fascinated by the study but will be able to give an authentic and an interesting interpretation. Books on dialect may be found in any library.

Check Your Personality

This little stunt is nothing more than a skit of contrasts. As few or as many as wish may take part. All or only a part of the subjects here suggested may be used. More subjects and more scenes may be added.

A group of young people are talking. Some wonder why they are not so popular as others. An instructor is called in and various questions are asked of her. At last she asks one of the girls if she can maintain a conversation in a pleasing voice. The reply comes in anything but a pleasing tone. The next girl to reply has not only a pleasing voice but perfect diction.

From here on we have contrasts in walking (Can you walk with ease and poise?), singing, dancing, making a speech, applying for a job, directing a bit of office work, telling stories to a child, modeling clothes, and assisting at a tea. These contrasts should be marked but not so overdrawn as to become ludicrous.

Christmas Variety

Have at least one miscellaneous Christmas program. A procession of carolers in vestments will recall the early Christmas celebrations in other lands if some of the following carols and hymns are used: "The First Noel," Luther's "Cradle Hymn," "Hark the Herald Angels Sing," "O Come All Ye Faithful," "O Little Town of Bethlehem," "Holy Night," and "Ave Maria."

Scenes from which we obtained our Christmas customs should be shown: our Santa Claus from Holland, the Christmas-stocking from Belgium or France, the tree from Germany, and the "Merry Christmas" greeting as shouted from window to street in old England.

Much interesting material may be found in Christmas lore and legend: origin and romance of the greeting card, stories of carols and of carol singing, the legends and lore concerning mistletoe and holly, the yule-log,

the wassail bowl, the Christmas waits and the mummers. These and many others may contribute to the most interesting and educational Christmas program your school has ever given.

Christmas Trees

(An Exercise for Smaller Pupils)

HARRIETTE WILBURR, *Huston, Texas*

(For 12 girls, four tiny ones, four somewhat larger, four still larger. All may wear white, and each carries a small Christmas tree mounted on a board and trimmed with tinsel and unlighted candles. The smallest girls carry tiny trees, the largest four carry much larger trees.)

Music: Piano or victrola selection in brisk marching time.

Entrance

1. The four largest girls, group A, march in from right rear, their trees carried at chest level. They cross to the center, then march down stage, four abreast. At the center front they pause, marking time four counts, then march with backward steps to the rear of the platform and stand there marking time.

2. The four medium-sized girls, group B, march in behind the first four, march in single file between the center girls of group A, and then march down front, halt in a single line facing audience, mark time four counts, then march backward and halt in a line in front of group A, and stand marking time.

3. The four smallest girls, group C, enter behind the other groups, march in single file between the center girls of each group, and form in a single line facing front, and in front of group B.

4. The three lines march forward four steps, mark time, then march backward four steps and mark time.

5. They again march forward four steps, mark time four counts, then with backward steps space themselves for the drill with plenty of room for arm movements.

Drill

1. Extend the trees at full arm's length forward, then bring them back to the chest. Repeat as desired.

2. Trees moved at arm's length to right, then back to chest.

3. Trees moved at arm's length to the left, then back to chest.

4. Trees moved to the right, then to the left.

5. Trees lifted high above the head, then back to chest.

6. Trees forward, then up, then right, then left.

7. Step forward on right foot and move

trees diagonally right. Then step back into position and return trees to chest.

8. Repeat 7, stepping and moving trees to the forward left.

9. Alternate 7 and 8.

10. Groups of two in each line and repeat 1-9.

11. The groups shift into position as in diagram 1 and repeat 1-9.

```

A   A   A   A
  B   B   B   B
    C   C   C   C
  
```

(Diagram 1)

12. Each group marches in a circle by itself, the group A at the left of the stage, the group B in the center, the group C at the right.

13. Form in position as in diagram 2 and repeat 1-9.

```

A   A   A   A
      B   B   B   B
                C   C   C   C
  
```

(Diagram 2)

14. Each group circles, trees held high above heads.

15. The groups form three concentric cir-

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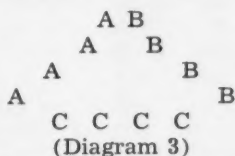
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cles, individuals in the outer circle widely spaced, group C in the center, group A on the outside.

16. Group C continues to circle in the center while the girls of the other groups march weaving in and out with one another. Group A turns before beginning to march, so as to walk in the direction opposite that of group B.

17. Group A circles widely while groups C and B interweave.

18. All march to form a triangle as in diagram 3. Halt and mark time in position until all are in place.



19. Repeat 1-9.

20. Six girls enter with lighted candles in candlesticks and light the tiny candles on the trees, and then disappear.

21. The three groups march in a single circle, carefully carrying their trees with the lighted candles, and finally march off stage.

(If preferred, the candles may be electric lights switched on by small batteries fastened at the base of the trees or under the boards on which the trees rest.)

A Musical Story

EDNA MCFARLAND, *Sutter Creek, Calif.*

The story teller and a pianist co-operate on this one, the pianist playing the tunes as indicated in italics, thus completing the story.

The audience is divided into two groups and a leader is appointed for each group. Be sure each leader is familiar with music and has a memory for songs and compositions he has heard. The audience is told that when the narrator stops and the music starts, each group must sing—words if a song and humming if instrumental. The narrator may by raising his hand, stop the music at any time and proceed with the story. The side responding with greatest volume is, of course, the winner.

"Once upon a time, it was winter. *Jingle Bells*. Our heroine, *Little Liza Jane*, lived *Way Down Upon the Swanee River*, where *Old Black Joe* sat by the fire *Singing Polly Wolly Doodle All the Day*. Far far away in sunny Spain lived the hero—*The Spanish Cavalier*. He came *Sailing Sailing over the Bounding Main*, and they met *On the Sidewalks of New York* where *Little Liza Jane* was visiting. He said *Let Me Call You Sweetheart*, but she coyly replied *Oh, No, John, No, John, No, John, No*, and returned to her home *Way Down Upon the Swanee River*. She told

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father about the young man, but he only stormed and raved. *Last Phrase of Scharwenka's Polish Dance*. Daughter pines for the gay young knight, thinking *How Can I Leave Thee*. Ere a month had passed, father was called to his reward, and there was *A Vacant Chair*. Now in New York, the cavalier was singing *Oh, Susanna*. Soon spring came. *Rustle of Spring* and he took to the air, flying to his love. *He Flew Thru the Air with the Greatest of Ease*, etc. When he arrived, she sang *Hail, Hail, the Gang's All Here*, and soon we heard *Here Comes the Bride*, and they lived happily ever after."

Football Extravaganza

Frankly, football in many high schools is defeating its own purposes—wholesome physical training, clean sport, and enrichment of the school program.

The tendency is to select from among the high school boys the choicest in physique and health and, then, place these comparatively few under a high pressure coach for intensive practice and drill. In many instances these boys come out of football injured for life—injured hearts, broken bones, shattered teeth, knocked down shoulders, sprained ankles and knees, sprained backs, mashed and broken noses, internal lacerations, bruises and tears. All this does not include the terrific emotional stress, strain, and shock upon adolescent boyhood, due to playing high pressure games before great, tense crowds, and the final, despondent, lonesome, forgotten, let-down feeling experienced by so many following the high school football career. Rabid fans and the gambling boosters quickly forget the old boys, names cease to appear in headlines and in sports columns, and those dreamed-of jobs and college careers are likened unto the pot of gold at the end of the rainbow.

Is football to blame for all these conditions? No. It's a great game and should result in great good to the boys, but it's very nature demands that it be handled wisely and in moderation suited to the age of the boys. Its over emphasis injures the boys physically and emotionally, and often gives them the wrong slant on life. It should be school centered, school controlled and not emphasized above other school work. Coaches should be regular faculty members, paid accordingly and made secure in tenure, and thus not be subjected to rabid fan pressure. The coach should have broad training in the field of health and physical education, and should so handle his program that it functions harmoniously with and helps to enrich the whole school program.

High pressure methods, big crowds, big

gates, expensive equipment, all for a comparative few, mean commercialization of a great game, yes, worse, exploitation of boyhood. Superintendents, principals, and boards of education, let's give some real study to this important and serious matter and then do what is best—all for the sake of a great game and the boyhood of the land.—W. E. Chalmers in *The Texas Outlook*.

Dr. George F. Zook, *American Council on Education*: "According to the dictionary, 'to implement' means 'to accomplish; fulfil; complete; carry out.' To me it means simply getting something done about the results of studies and investigation. Implementation, or call it what you will, is an important concept. The slowness with which educational reform takes place in the face of known facts and accepted principles is a reproach to our democratic processes."

"It is in the educational system of our country that there lies the danger of totalitarianism in the clothing of democracy."—Thomas F. Woodlock.

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Department Editor

To Do or Not To Do at Banquets

An unexpected vacancy at a formal school banquet prompted an inquiry as to the reason. Great was the club sponsor's surprise to learn that the missing member had at the last moment been too frightened to attend.

This is not at all uncommon among high school students who lack in social knowledge and experience. It is an educational function of the school to provide both in an easy and entertaining manner. To assist organization advisors in guiding students in the planning of school banquet parties that put hesitant guests at ease and at the same time exposes them to correct procedures, some helpful hints are suggested. They apply to the Christmas banquet as well as any other.

INVITATIONS

1. Extend them two weeks in advance of the date set. This allows sufficient time for an answer and the making of plans. Use the formal invitation for the formal banquet and the informal invitation for the informal banquet. The latter may be informally written, telephoned, or given verbally. The words "Please reply" in the lower left hand corner are more correct than R.S.V.P.

2. Include the name and the address of the person to whom the response should be sent.

3. Be sure guests are informed when the invitation is extended whether formal or informal attire is expected. It is embarrassing for guests and not at all considerate to allow them to appear in formal attire at an informal party, or vice versa.

4. If the invitation is verbal or telephoned for an informal occasion, repeat the date, the time, and the place so that there is no danger of error.

5. Arrange for the transportation of the guest of honor, the chaperones, and other guests.

6. Guests are expected to answer immediately. If they have not done so within a reasonable length of time (usually within a week), it is permissible to call for the answer in order to proceed with the party plans.

7. Check reservations up to the last day and impress upon students the importance of giving notice, should plans change.

TABLE SEATING

1. Prepare a table seating chart in advance to eliminate last minute confusion in placing cards. There is less danger of poor arrangement or of omitting any place cards.

2. Place speakers where they are visible and easily heard. Avoid seating them in any crowded space, facing the serving area, or any unsightly corner of the room.

3. Place the guest of honor or main speaker to the right of the toastmaster. Other important guests may be placed to the left or across the table.

4. It is well for the sponsor to sit near enough to the toastmaster to give assistance, should it be needed. Unexpected situations often arise which the inexperienced high school toastmaster cannot easily handle.

5. Seating arrangements posted at the entrance in advance prevent last minute confusion. This may be done through the use of the chart or by numbering tables and indicating those who sit at each.

Table I—Hostess, M. Smith; host, J. Johnson; E. Brook, L. York, B. Young.

Table II—Hostess, H. Brown; host, B. Tee; M. Lind, C. Cramer, N. Nill.

Table III—Hostess, J. Green; host, P. Brand; H. Skit, J. Sower, V. Mood.

TABLE SETTING

1. Carry out a definite color scheme in dishes, flowers, candles, and linen.

2. Avoid crowding the table—have rather too little than too much. Place things for each course as they are needed, not in advance.

3. Avoid diagonal lines in placing table accessories. Have lines go in the same direction as the sides of the table. This applies to handles of dishes, silver, etc.

4. Place silver, dishes, and the napkin one inch from the edge of the table.

5. Maintain an equal balance in placing all table appointments.

6. Have candles above the eye level to avoid eye strain. Always use them for night parties if a more party-like touch is desired. Do not combine them with artificial light unless the latter is dim and inconspicuous. Ivory or white candles are always good, though colored ones may be selected to assist in carrying out a color scheme.

7. Avoid over decoration. Simplicity is much more effective. Keep in mind that the silver, linen and dishes are decorative in themselves, as is also the food. Too much additional decoration detracts from them. Use crepe paper sparingly or not at all. Flowers and fruit are always acceptable. Ships, pumpkins, etc. may always be used for special occasions.

8. Avoid the use of the same table accessories if banquets are given often. They lose their appeal. Changes may be made through

varying the color scheme, even though the same dishes may have to be used. Purchase different types of flower vases or candle holders, keeping them in reserve and accumulating a supply that makes variation possible.

9. If the table appears crowded, the napkin may be placed on the service plate rather than to the left of the plate. It should be folded with straight lines and placed with the open corner towards the plate and the edge of the table.

10. Bread and butter plates may be eliminated if buttered rolls are used. This prevents crowding the table. The bread and butter knife rest on the upper edge or along the side of the bread and butter plate, but not diagonally.

11. Salad may be placed to the left or the right of the plate, but preferably in the former position to allow space for the beverage at the right. It should be placed close enough to the individual dinner plate so that there is no doubt to which person it belongs.

12. The place card may be placed on the napkin, though it is more commonly placed directly in front of each dinner plate. Simple, plain, white cards are always correct.

13. Bonbon dishes may be on the table at the beginning of the meal, but if they crowd the table at the beginning, it is best to eliminate them until the final course.

14. It is not necessary to use nut cups at a banquet. If the tables are narrow, they are too apt to crowd it and make for confusion.

TABLE ARRANGEMENT

1. For limited space the T or open square is more satisfactory but lends greater formality.

2. There is less formality and students are more at ease when smaller tables, each seating six or eight, are used. A student host and hostess assigned to each individual table should be instructed in advance as to detailed procedure in order to set the example.

3. Chairs placed too closely together prevent comfort—allow sufficient elbow room between covers.

GENERAL SUGGESTIONS

1. Follow a theme in table decorations, color scheme, and program.

2. Select a simple, attractive, well served meal in preference to an elaborate, unattractive or poorly cooked or served type.

3. If fruit or jello appears in the appetizer or salad, it should be omitted in the dessert.

4. Be discriminating in the selection of a speaker. Underestimate rather than overestimate the time allowed for the speech being sure to inform the speaker as to the time allowance when the invitation to speak is extended. Short toasts by dependable student speakers are usually more popular than a long

or boring one by an outsider. They should be supervised to follow the general theme.

5. Because of the more commonplace atmosphere of the school, banquets held at clubs, restaurants, or hotels are inclined to be more impressive and invite better conduct on the part of the student.

6. Panel discussions pertaining to the banquet, conducted by students with a written question period to follow (to avoid embarrassment) proves entertaining as well as instructive. This should precede the banquet sufficiently in advance to allow students to make plans as to dress, finances, transportation, etc.

7. Student hosts and hostesses mingling with the guests, taking wraps, and assisting in the seating guarantees against shyness and awkwardness.

8. If the matter of suitable dress is not discussed in a panel discussion, students should



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be informed in some other way as to what is correct. (A boy is apt to appear without a coat and a girl in a hat with her evening dress.) It is well to take a vote to decide upon formal or informal dress. There are many who do not possess party clothes, and if they are in the majority their problems should be considered.

9. The toastmaster does not necessarily have to be the president of the organization, but any one in the group who speaks well, distinctly, is dependable and popular. The sponsor should remain in the background as much as possible.

10. Give up the idea of a banquet entirely unless there is a willingness to give sufficient time, energy, and study to the correct, unique, and charming planning of the occasion. A banquet which does not follow the rules suggested in general, does not well represent the school, organization, or sponsor supervising it.

Christmas Dance

LOUISE PRICE BELL, Tucson, Arizona

The high light of decoration for this gala event is the tall Christmas tree placed in one corner of the gym (not too far back, as it will cover a "multitude of sins" if it is set out a short distance). It is silvered and sparkly, with a huge electric star at the tip, and hung with the largest blue balls obtainable. It may be illuminated with blue and silver Christmas tree lights, or not. It is lovely with only the balls, blue and silver icicles, and a swath of silvered cloth at the base. (Locally a huge tree was cut, shipped from Prescott, silvered by the paint shop, and delivered, all for three dollars. After the party it was given to the Children's Hospital. This could be done elsewhere, and justifies a greater investment if necessary.) Youngsters may easily spray the tree themselves if it has not been done commercially. It may be placed in the center of the gym if preferred, although it is a bit more effective in the corner opposite the entrance where it brings forth "Oh's" and "Ah's" as revelers enter.

Three-inch blue and silver crepe paper streamers extend to the other corners of the gym from the top of the tree, or from a point behind the top of the tree, so that the impression is that they are coming from the star. These streamers alternate in color and are hung loosely enough to lower the ceiling considerably. From these streamers, blue and silver icicles dangle straight down, creating a beautiful shower effect.

Blue and silver balloons add the finishing touch. They are bunched in groups of approximately five over each entrance, with others hung at vantage points, so that later

in the evening youngsters may use them for a balloon dance.

The orchestra platform, covered with blue and silver paper, offers a fitting background for the players dressed in tuxedos. Since this is a Christmas party, hot spiced cranberry punch and Christmas cookies are suitable refreshments. These are served from a table covered with blue crepe paper and lighted with tall blue and silver candles in silver holders. Programs may be plain blue or silver or a combination of the two. For effectiveness, several dances should be held with only the spot or Christmas tree lights.

A dance of this type would hardly be complete with Santa Claus missing. He'll put ev-

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everyone into the right spirit by leading the grand march and handing out the dance programs or favors from his bag.

Guggenheim

Whoever originated this game must have been thinking of a "foundation" dress, which fits first one occasion, then the other, by making tricky little changes. This is a "foundation" game, for it, too, fits first one occasion, then the other by merely changing words in the left hand column or letters across the top. For variety, if the game is played often, or to fit the occasion, words in the left hand columns may be selected from this list, though others of course may be substituted.

Books	Plays
Authors	Cities
Songs	Hardware
Furnishings	Textiles
Trees	Magazines
Famous people	Countries
Movie titles	Flowers
Drugs	Foods

Letters across the top may spell the occasion. Avoid repetition of letters. A repeated letter may be omitted at the end.

X-m-a-s

A-u-t-u-m-n

C-h-r-i-s-t-m-a-s (omit last s in the game)

B-i-r-t-h-d-a-y

M-a-r-y (if the party is given in her honor, etc.)

Y-u-l-e T-i-m-e (the last e may be omitted when the game is played)

Allow sufficient time for the players to scratch their heads—they'll get their ideas by and by—maybe! There won't be any arguments if an alarm clock bell signals for "time up." Printed slips may be prepared in advance or by the players as the game begins. The form appears below.

	C	H	R	I	S	T	M	A	S	Score
Toys										
Fruit										
Gifts										
Books										

Write one word in each column. Opposite toys, under C would appear, for example, the word, cannon. Under H, opposite toys might appear hobby horse. Opposite the word fruit, under C, might appear the word cranberry, etc. To count up scores, give 5 points if no one else has the same word. If more than one or several have the same word, give only 2 points. Total the scores in the right hand column.



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New Helps

- **GUIDANCE IN THE SECONDARY SCHOOL**, by Shirley A. Hamrin and Clifford E. Erickson. Published by D. Appleton-Century Company, 1939. 465 pages.

This book supplies up-to-date and practical material on guidance of secondary school students within the school program. It is especially rich in guidance devices, concrete directions, and illustrative material drawn from actual experiences in many schools. It explains how effective guidance programs can be organized and administered and evaluates various types of guidance procedure. It shows, too, what can be done in any high school without the aid of guidance specialists. It gives special attention to the organization of the home room for guidance work and considers community facilities for promoting guidance.

- **SIX-MAN FOOTBALL**, by Stephen Epler. Published by Harper and Brothers, 1938. 251 pages.

The author of this book is generally credited with being the originator of this streamlined modification of football. Hundreds of high schools—particularly those with smaller enrollments—have taken up this sport. In this volume the author has answered the questions of everyone who wants to know about the game—how to coach it, how to play it, and how to enjoy it as a spectator. More than 160 pictures and diagrams help to make the text material easily understood.

- **GOVERNMENT OWNERSHIP OF RAILROADS**, by E. C. Buehler. Published by Noble and Noble, 1939. 389 pages.

Each year this recognized authority on debate assembles, edits, and writes material on the current high school debate question. Coaches and debaters look forward to his book each debate season. The helpful features of this book may be outlined as follows: facts, comments, and definitions; analytical discussion; complete briefs; reprinted articles; and an extensive bibliography. It is highly readable, as well as authoritative and complete.

- **THE DEAN OF BOYS IN HIGH SCHOOL**, by Joseph Roemer and Oliver Hoover. Published by American Book Company, 1939.

The former of the above mentioned authors is Dean of Peabody Experimental Junior College and Professor of Secondary Education of George Peabody College for Teachers; the latter is Dean of Boys of Miami (Florida) Senior High School. These men have out of

the richness of their experience set down in this book an abundance of bare facts regarding the work of the dean of boys. Little interpretation is attempted. The man who serves as "Dean of Boys" will find here material with which to build his job in this relatively unexplored field.

- **THE JUNIOR STATESMEN OF AMERICA OFFICIAL HANDBOOK**, by E. A. Rogers and Harold Charters. Published by the Junior Statesmen Foundation, Los Gatos, California.

This is a booklet giving the history of this new educational project, its ideals and purposes. It includes pages of instruction on organization, constitution of organization, and a model state constitution. The last part is given over to the enlargement of the project to include a college of statesmen, also sample bills for legislators, and a brief summary of rules of order.



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This speaker was appearing in assembly at an institution for mild mental patients. Being a little more embarrassed than usual, he began, "Why are we all here?"

Someone arose promptly in the audience and replied, "Because we aren't all there."



Judge: "Your profession?"

Witness: "Agricultural expert."

"What was your father?"

"A farmer."

"And your grandfather?"

"A peasant."



"I" TROUBLE

"Who's there?" inquired Saint Peter.

"It is I," was the answer.

"Go away. We don't want any more school teachers."—*Scholastic*.



Bill Tate: "That girl thinks that no man is good enough for her."

Phillips: "She may be right."

Bill: "She may be left, too."



School Teacher: "Johnny, can you tell me the difference between perseverance and obstinacy?"

Johnny: "One is a strong will and the other is a strong won't."—*Ex.*

Conclusions on Junior High School Home Rooms

(Continued from page 165)

adolescent youth the many human interests of life not included in the regular curriculum. In this respect the extra-curricular supplements the curricular.

The approach to any field of human interest and relationship in the home room is objective, i.e., training in a personal or social habit of living, in contrast to the usual subjective

approach of the classroom. In the development of ideals and attitudes, the extra-curricular complements the curricular. The classroom creates the attitude, and the home room provides the opportunity to translate the attitude into a habit of daily living.

Teacher Reactions to Home Room. The data collected in this study proves, as convincingly as personal opinions can prove, that teachers are almost unanimously in favor of the home room organization. Their background of experiences is the source of their judgment. They speak honestly and enthusiastically of the educational values of home rooms.

These one hundred teachers realize the present shortcomings of the home room. They recognize that faults come from the practices in home room activities of a comparatively brief period of experimentation and that the faults do not arise from a misplaced confidence in the aims of the home room. At least, these one hundred teachers eagerly look for help and suggestions to improve the effectiveness of their organizations.

(Editor's Note: These "conclusions" were arrived at by Miss Arburn following her University of Iowa master's-thesis study of the home room in forty junior high schools in southern Illinois, Indiana, and Ohio. This investigation is illustrative of the many evaluative studies that are not only needed, but possible, in the field of extra-curricular activities.)

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